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ABSTRACT

The proceedings identify, clarify, and address the problems of the post-Brown era from a variety of perspectives. The first two papers are: The Dr. Martin Luther King, Jr. Banquet Keynote Speech (L. J. Bennett) and the Luncheon Session, "Integrating the Recruitment Preparation and Retention Strategies of Persons of Color in Teaching" (J. Vaughn). Following these two presentations, 15 papers are included: (1) "Strategies for Encouraging Minority High School Students To Consider Teaching Careers: A Panel Presentation by the Consortium for Minorities in Teaching Careers" (J. Braun, and others); (2) "The Historically Black College, Ecological Psychology, and Higher Education's Changing Environment: Reconceptualizing African American Student Retention" (M. C. Brown and R. W. Graham); (3) "Career Intervention To Prepare African American Students for the College Application Process" (V. Cotton); (4) "Perceptions of the College Experience: African American Students on a Predominantly White Campus" (R. D. Davis); (5) "Mentoring across Culture in Teacher Education: A Cross-Cultural Perspective for Retaining Minority Students in Teacher Education" (G. A. Doston); (6) "A Synopsis of the African American Student Medical College Mentorship Program Model" (L. Flannagan and S. Price); (7) "Recruitment of Minorities in Adult Education: Strategies for a Changing World" (K. Matin); (8) "Minority Involvement in the Teaching Profession in South Georgia" (B. R. McClain); (9) "'Apoyando': Encouraging Latinos To Enter the Teaching Profession" (B. Perez); (10) "Voice of African-American Male Administrators at Predominantly White Four-Year Institutions of Higher Education" (C. Pickron and J. Rasool); (11) "Nurturing a Long-Distance Relationship: SUNY Oswego and Urban Education" (P. Russo and J. Smith); (12) "On Improving the Retention Rate of African American Law Students: The Experiment and Experience at Duquesne University School of Law" (K. Saunders); (13) "The Negative Effects of Homogenization in Admission Requirements: Recognizing and Validating Difference" (B. A. Sylvia); (14) "Retention of Minority Teachers: The Lehamn College Family Model" (V. M. Washington and E. Weitz); (15) "Alienation and Isolation vs. Retention" (C. Y. Young). Abstracts of eight additional papers are appended. Many papers contain references. (ND)

Recruitment and Retention of Minorities in Education

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Gordon, H., Mason, E.

School of Education
State University of New York at Oswego
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APPENDIX - ABSTRACTS

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We are indebted to a number of people whose assistance was vital to this project. First, we must thank SUNY Oswego's administration, Stephen L. Weber, President and Provost Jane E. Milley, SUNY Central administrator Frank Pogue, City School District of Oswego Superintendents Lee Cravotta and Syracuse City School District Superintendent Robert DiFlorio, and NYACTE for encouraging and supporting the efforts to bring the Ninth Annual Conference to Central New York.

A project such as a conference and the accompanying edited proceedings are necessarily the work of many people whose contributions often go unnoticed. Further, providing credit to these people is a task fraught with risk because so many have given unselfishly of their time, talent, and resources with no intention of being rewarded other than to see the conference's objectives met. Without these individuals we simply would not have had a conference. We sincerely hope to continue working with these sponsoring groups and agencies in support of minority group members considering careers in the teaching profession.

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We gratefully record our obligation to those who have readily responded to our appeals for expert guidance, particularly to Deborah Stanley, Judy Genshaft, Randolph Williams, Dan Lowengard, Gloria Robinson, Genia Hannah, Hugh Smith, Howard Gordon, Suzanne Basualdo, Donna Kuhn, Jim LeFlore,Tom Gooding, and Rose Middleton.

We thank the conference participants. They came to central New York with a sense of purpose that can only mean good things in the future for minorities in education and for all people and our nation's schools. Thanks to Adele DelSalvio, Xiao-Ping Fu, Diahann Edwards and Kolan Bisbee for their efforts in copying, editing and layout design. Finally, our thanks to Lorretta Beckwith who was the key figure in coordinating the efforts of the conference and the proceedings.

FOREWORD

The focus of the Ninth Annual Conference for the Recruitment and Retention of Minorities in Education was an assessment of the impact of race and ethnicity on the recruitment and retention of minorities in education forty years after the classic case of Brown vs. Board of Education. We at SUNY Oswego were very honored to be able to sponsor the first annual conference to be held in New York State. The participation of the many state and professional organizations concerned about the lack of representation of minorities in education, their recommendation of this conference to fellow institutions and their positive feedback concerning the quality and the timeliness of the conference indicate the successfulness of this endeavor.

The proceedings from this conference identify, clarify and address the problems of the post-Brown era from a variety of perspectives and not only deepen our insights but lead us to new possibilities. Topics range from strategies for encouraging minority high school students to consider careers in teaching to the recruitment of minorities into the medical professions. Evidence from these proceedings indicates that a great deal of creative and innovative thinking is occurring in the recruitment and retention of under-represented groups. It also indicates, however, the distance still left to travel. Readers of Bertha Perez' thought-provoking keynote address on encouraging Latinos to enter the field of teaching, Joe Vaughn's stimulating discussion of strategies to integrate recruitment, preparation and retention and Joe Aguerrebere's perspective on the national scene will experience a sense of the depth and scope of the conference. An expression of the energy and excitement generated by the conference is found in Dr. Lerone Bennett's dynamic and insightful presentation.

We hope that those who read these proceedings will sense the depth of coverage and intellectual intensity of the issues on which the conference focused and will join us in mapping the future for minorities in education.

Deborah Stanley
Interim President
SUNY Oswego

Dr. Martin Luther King, Jr. Banquet

Keynote Speaker: Dr. Lerone J. Bennett
Historian, Author, Poet, and Lecturer

We are under attack from so many quarters, from the white academy, from the white media, from the right and the middle and the left, and we need hope today almost as much as we need bread.

Everywhere I go in this country I hear men and women, educated men and women, "liberals", question inequality and democracy in the public school system. I believe that no greater tragedy can befall a teacher or an educator today than to believe the lies and libels about poor and disadvantaged youth and to lose faith in the possibilities of education and the ultimate triumph of our cause. And we're going to win. We're going to win if it takes another nine years or another ninety years.

For if slavery didn't destroy us, the "News" and old segregationists are not going to destroy us. If segregation and lynching didn't kill our spirit, the new slavery of dope and crime is not going to kill our spirit.

I'm reminded, nine years after the founding of this organization and forty years after Brown vs. Broad of Education, of the Langston Hughes poem, "Still Here." This is the way it goes:

I've been scarred and battered,
my hopes to wind and scattered.
Snow has freezed me,
Sun has baked me,
Looks like in between
They done tried to make me
Stop laughing,
Stop loving,
Stop living,
But I don't care...
I'm still here.

After 400 years of the slave trade-- the greatest crime in recorded history -- we're still here, and doing the electric slide, and running schools of education. After 100 years of segregation and discrimination we're still

here and we're going to be here, and Gingrich and his buddies had better get used to it.

For nothing, neither dope nor poverty nor conservatism, is going to destroy us in this country. We're going with these people and this land until the end of time. Either as a testimony in their favor or as a testament against them.

And the first and only point I want to make is that we've got to go back in black and brown to the future that this organization represents. And let the record show that I speak not from books, but from life. I'm not talking about what I heard in a seminar, I'm talking about what I lived, for I'm alive and well and reasonably literate, although the people who review my books have expressed grave doubts about that.

I'm alive and well because of the oxygen I receive from great black teachers in historically black high schools and historically black colleges and universities. I tell people all over this country that I have had the honor of going to a little segregated school in Jackson, Mississippi, where there were no test tubes and no typewriters and few books and where they had the greatest teachers God has put on the face of this earth.

I had the honor of going on to Morehouse and studying under great teachers there, and I came here tonight to pay a debt of gratitude and to say that we must find ways to multiply the number of great impassioned teachers. We must find ways to replicate the sustaining, nurturing and transforming environments that made it possible for unsung and underfunded teachers to take depressed, disadvantaged, illiterate boys and girls and make Martin Luther King, Jrs., and Langston Hughes and Tori Morrisons and W.B. DuBois and Jesse Jacksons.

I had the honor of attending college with Martin Luther King, Jr. People are always asking the people who went to school with Martin Luther King, "Did you know then that he was going to turn the world upside down?" There are two answers to that question: the public relations answer and the truth. The public relations answer is "of course we knew! What do you think we were, fools?" The truth is that we didn't know then that he was going to become Martin Luther King, Jr. As a matter of fact, Martin Luther King, Jr. didn't know then that he was Martin Luther King, Jr.

We knew, of course, that he was going to be successful, like all Morehouse men, but we didn't know that he was going to find himself. I've spoken at a number of major universities. I've spoken at Boston and had the opportunity to say there that Boston wouldn't have accepted the Martin Luther King, Jr. who went to Morehouse in 1944. Reading under grade level, deficient in a number of subjects, Boston and Crozer wouldn't have accepted that student. But after Benjamin Mays and great black teachers at Morehouse turned him upside down and around, everybody was glad to get him.

I keep that image of Martin Luther King, Jr. in my mind, because as I run across the country I find young people especially thinking he was great always. He was an ordinary student like you and me until great teachers, teachers who taught as if their lives depended on it, caught him, turned him around, and saved him for the dream.

Everywhere I go today, everywhere I turn I hear teachers, superintendents, doctors of education, black and white, saying they don't know what to do with black boys and girls and that they are uneducable. I attended a great conference, sponsored by a great foundation where doctors from Berkeley and the University of Chicago and Harvard spent four days trying to figure out how to teach black boys. And when I got up to speak I said, "Too much education has made you mad! You ought to go to school like Morehouse and Spellman and Howard and all the other great schools in this country because they have proven that there's nothing wrong with black boys and girls that great and redemptive teachers in a climate of love and expectancy won't cure." They've done that at LeMoyne, they've done it all across this country, and I depart from my speech again to say what I was saying earlier today--that there's no secret about how to teach and to turn around black youth and Latino youth and poor white youth. There's no secret in this area. Some schools have been doing it for hundreds of years and they're doing it in Chicago and New York, all over this country, and there's no need for us to spend our time talking about the technical problem about how to retain and recruit black students. We know how to do it. The only problem is the will, the will, the will and where there's a will there's a way to rationality.

I want to say a few words about the recruitment and the retention of the dream. I want to use as background a great quote from the great book The Pedagogy of the Oppressed by the great Brazilian, Paulo

Freire: "No pedagogy which is truly liberating can remain distant from the oppressed, by treating them as unfortunates and by holding up for their emulation models from among the oppressors."

I go to conferences in this country and I hear good people, well-meaning people, saying, " Oh, the poor black students, they've got so many problems..." The game is over, it's all over, there's no need for them to go to the classrooms if they doubt the potential of their students and try to treat them as unfortunates. We didn't need Freire to tell us that we are products of the greatest pedagogy of liberation ever created. We're the children and products of the pedagogy of Mary McCloud Bethune, John Hole Franklin, W.E.B. DuBois , Sam Archer, Howard Thurman and Benjamin Mays.

This great tradition contains energy and images that can transform not only black students but also white students and Latino students. And in support of that I want to tell you one story and then tell you what I think we can do about it. That story, which is not generally known by educators, not even by black educators, begins at the dawn of freedom when black people came out of slavery in Georgia and Alabama and South Carolina and Memphis and created one of the greatest traditions of excellence this country had ever known.

Back there in that great and holy beginning, the whole race, eyewitnesses tell us, wanted to go to school. Black children preferred classes to playing. Charlotte Fordham, a black woman from Massachusetts, was teaching then in the sea islands, off the coast of South Carolina, and she said she never before saw children so eager to learn coming to school. "It's a constant delight to them. They come to school as other children go to play." The same thing happened in Georgia and Louisiana and other states. A white missionary named Thomas Cullahan was teaching then in Louisiana (this was right after the civil war) and this is what he said: " Go out in any direction and you will meet Negroes on horses, Negroes on mules, Negroes on oxen, Negroes by the wagon, cart and buggy load, all hopeful, almost all cheerful, everybody pleading to be taught, willing to do anything for learning. They are never out of our rooms, and their cry is for books, books!" And when the school began, what a marvelous, what an extraordinary thing to see.

There was a time in this country when you had to whip black children to make them leave school. There was a time in this country when the whole black population, old women and men 70, 80, 90 and children 4, 5, 6, 7, 8, and 9 were totally engaged in a mass quest for excellence in education and life. And one of the greatest crimes of this country was the prolonged and systematic and almost deliberate undermining of black Americans' innate love of letters and learning.

I get so furious when I hear white people and black people, white teachers and black teachers, putting black students down, and saying that we don't have a proper respect for education, like the Jews, or the Asians, or the Orientals, or the Germans. It's a matter of hard, cold, fact, no other group in this country has believed so long and so passionately in education. For ten generations, for three or four generations, the old men and women of this tradition sacrificed and worked in kitchens and in ditches and dives. They cleaned spittoons and outhouses, they bowed and scraped and humiliated themselves, they Uncle Tommed, said "yes, sir" and "no, sir" so their children would have a chance at the excellence denied to them by American law and practice. And the children honored their mothers and fathers by studying day and night while holding two and three jobs on the side.

That's the tradition, that's our tradition. If we hope and intend to meet the crisis we're in today, we've got to go back to that tradition and deal with the subject of this conference by dealing with two or three tasks which that tradition puts on our agenda.

The first task is to mobilize everybody, to mobilize fraternities, sororities, teachers, businesses, preachers, everybody, for a massive crusade to save the souls and the bodies of oppressed students and their mothers and fathers. And let us understand, here, that this is not a detour from education but the very essence of education, for here as elsewhere, for oppressed students as well as oppressed educators, struggle is a form of education, perhaps the highest form of education.

As I go across this country today, I meet people everywhere saying , "What are we going to do about the revolution in Washington? What are we going to do about the threat to take bread out of the mouths of children and babies to give millionaires and billionaires tax breaks? What are we going to do about that?" And the answer to that question is simple. Don't mourn, mobilize; don't weep, organize. Block by block,

house by house, neighborhood by neighborhood, school by school, for the next two years, so we can take back our country from the killers and the betrayers of the dream.

Two more points: we've got to use the great tradition I talked to you about to motivate our youth. One of our problems, perhaps our biggest problem, is that millions of black youth have been intimidated by the media myth of black deficiency, the libelers and the scholars who have devised laboratory tests to measure not their intelligence, but the efficiencies of the oppressors.

The most urgent task we face is to take to them the message that excellence is their heritage and their only hope, and that they can do anything they want to in this world if they put their minds to it. We need students today; we need black, brown, white students, but especially, black students who understand that imperative. We need black students who can do the work of the world without losing their identity as blacks and without abandoning their particular responsibility to the black community. We need students; we need black students who can do the electric slide and work computers. Black students who can blend the black gift and the white gift. Black students who know that the black halls will not be safe in New York until black students are as skilled and as visible and as acclaimed in the fields of business and technology as they are now on the basketball court and the football field.

They can't hold a Super Bowl in the United States of America today without us. They can't hold an NBA all-star game in the United States of America without African Americans. Our cause will not be safe in this country until it's impossible to hold a national conference on economics or a national conference on science without us. And please, don't leave here saying that the brother said that we've got to give up the basketball thing; that's not what I'm saying. What I'm saying is that we've got to add to basketball excellence, scientific excellence and economic excellence. What I'm saying is we've got to slam-dunk computers and test tubes as well as basketballs.

A long time ago, when Martin Luther King, Jr. and I were students at Morehouse, the great Benjamin Mays used to tell us, over and over at least once a week every Tuesday for four years, that this is a cold and cruel-hearted world and that there was no hope for black boys in this

Luncheon Session
Integrating the Recruitment Preparation and Retention Strategies of Persons of Color in Teaching

Joe Vaughn
Coordinator, Professional Development
Office of the Assistant Secretary, Washington, D.C.

This is a really exciting and a really challenging time, not just in American education but at the Department of Education, because for the first time in a long time we have a president who's willing to fight for an education budget. Many of you have heard what he's been talking about: despite a lot of pressure regarding cuts, he's been most strongly in defense of education. We have a Secretary of Education, Dick Reilly, who is as committed as anyone I've ever known to both excellence and equity, who's committed to partnership, who's committed to moving decision-making to state and local levels, who's committed to having the federal government play a coordinative, an information sharing, a leadership role where it's appropriate, but in other words to get out of the way of those who have good ideas at the local level, people who are closest to the issues, and the people who need to be listened to.

I think when you talk about people I've been most impressed with, and I've been with the government for a long time, I'd name my new boss, Sharon Robinson, who is the Assistant Secretary for the Office of Educational Research and Improvement and who comes from a background of trying to develop school/community/higher education collaboratives. When we talk about professional development, we are not talking about teachers alone; we're talking about teachers and other educators. Those of you who are teachers know that one of the worst things that can happen for your wonderful professional development experiences is to come back to your schools and not have a chance to transform those experiences into improved teaching strategies. That happens unless you have principals, school boards and curriculum people all on the same page in terms of trying to make changes. We haven't done a good job of that, in terms of our professional development in this country, and we need to change that.

When we talk about professional development, we are also talking about a lifelong continuum. It starts when we start recruiting people, and sometimes as early as middle elementary grades, in terms of

getting them interested in teaching, and it goes right through until folks walk out the door in retirement. If we don't understand how we have to keep going from the very earliest stages to the last stages, then we have no hope for success. Because we have got to build developmentally one stage on another. The only way to do that is in partnerships not just of schools and higher education institutions, but you'll see a lot in the literature about school communities and learning communities, and going beyond the school walls.

We haven't done a good job of marketing education in this country. Some people get upset when you use the word "marketing" in connection with education. But we have got to change public perceptions, we've got to change media perceptions, we've got to change everyone's perceptions of the importance of education and the role educators play. Without an understanding of how difficult the work is, how complex the work is, and, most significantly, how important the work is, we're not going to get the people on our side to be able to do the things that I think most people in this room would agree that we need to do. The department is trying to work on all fronts in these partnerships. We're trying to work on improving pre-service preparation programs; we're trying to work on inservice staff development efforts. We're trying to work on improving licensing, which is kind of a forgotten element in all this. But if you look across all the talk about higher standards and all the talk about what we need to do in schools, and match that up with what our licensing and certification requirements are for teachers, they don't match very well. We're talking about a very different mind set in this country now about teachers and learning. We're talking about kids who will know and be able to do things that we've not asked of kids in the past. And part of that, of course, is because they will need that for careers. A lot of people talk about work now. A lot of what we're trying to do is teach kids how to frame problems, how to look at possible solutions, how to work together, how to use technology well, and maybe most importantly, along with the cooperative work, learning to respect others' values, others' worth and others' perspectives. Now if we're going to do that, we've got to revamp not only what we do in schools in terms of curriculum (which is incredibly important), or in terms of materials, or in terms of technology, but also the way we prepare teachers from the very early stages. We're going to have to look at issues like faculty development, not only in schools but in higher education institutions.

If we want to model the kinds of behaviors for our teacher education candidates that we say they ought to be doing when they're in the schools, then we have a lot of work in faculty development in higher education. A lot of that has to do with the fact that the rewards and incentives are all wrong. They're all wrong in colleges and they're frequently wrong in school systems.

You know as well as I do that teacher preparation faculty generally are rewarded in terms of tenure and promotion decisions. It's not for spending a lot of time in the schools, it's not for working directly in service to the schools and working with teachers. Although that's changing, it's changing slowly. In our school systems the biggest problem, as anyone will tell you in schools, is time. It's great to talk about all the things that teachers now have to learn to do, or principals, or anyone else. I don't want to slight paraprofessionals and people from other professions, people who had been parents or care givers coming back into teaching. Only about 18% of the newly hired teachers in this country last year were what are called "newly minted" teachers out of traditional teacher education programs. Over half the new teachers "newly hired" were transfers or other districts, or other states. About 18% were the newly minted, and then you get down to 9, 8, 7% of persons coming from other careers, persons coming from not-full-time teaching positions: paraprofessionals, teacher aides. We've got a real blend of people who comprise the resource pool from whence we can get teachers, and we don't have very good strategies for looking across all of those and saying, "How do we bring all these programs from around the country that are trying to do something in each of these areas, how do we get them to talk to each other? How do we get them to deal with the issues that go far beyond recruitment?"

As I look at the objectives for the conference, there are sessions on counseling, there are sessions on admission, there are sessions on financial support. There are sessions about all component parts of what we have to do to improve recruitment, retention and support. If we don't do all of those, if we just do a job of recruiting and we get people into teacher preparation programs who don't get the support they need once they're in that program, they're either not going to make it through or, worse, they're going to make it through and not be able to pass licensing exams. Now, not only is that not high quality to me, that's unethical. You cannot bring students into a teacher education program unless you can assure them of an equal opportunity and support to get through that

program. "All right, what about the distribution of our teachers?" Only about 75% of teachers who graduate from teacher education programs even apply for teaching positions. Only about 58% take jobs that first year out. Now, there are other reasons for that. People want to do other things, want further study. But the point is that we've got to really look at the way those teachers are distributed. One of the sad facts of life is, of the minority teachers we get, often those teachers go to school districts that can pay the most to get them. Where teachers are badly needed, in our inner cities and rural areas, in shortage areas like special education, bilingual education, earth science and a variety of others, we have great difficulty holding onto teachers of any kind, particularly teachers who are persons of color. There's not much attention paid to the question, when persons are brought into programs, "Where are we going to be four years down the line?" in terms of how many jobs are going to be available for these teachers and in terms of counseling teachers in the areas where they will be needed. It's more than just counseling, though. It has to do with the kinds of clinical experiences that people have while they're going through the pre-service preparation programs. Less than one-third of all our teacher education candidates coming out of our programs now have had any kind of extensive experience in low-income schools, inner city schools, rural remote schools. So it's not surprising that not a lot of them are going into those settings. We've got to change that if we expect the distribution to change, and the encouraging part of it is that the quality of our teacher education candidates is going up for the first time in a long time.

When you look at the indicators of achievement, when you look at grade point averages for teacher education students, there are a lot of studies that indicate they are equal to other students in other schools. That's a pretty significant change. And where do those teachers go once they leave the teacher preparation program? We have a problem at that end of the pipeline; we have a problem in the school systems. If any of you are familiar with what happens, particularly in central city schools, in terms of having to find warm bodies for classrooms at the beginning of the year. Los Angeles talks about the Thanksgiving break and the number of teachers who don't come back after Thanksgiving. It's a frightening situation. And when you look at the way some teachers many times get misassigned, not out of malevolence, not out of a desire to hurt anyone, but out of the sheer fact that there are not qualified teachers with strong backgrounds, particularly in areas like math and science, who are willing to teach in those schools. And so we end up with substitutes, or

world if they were not good and tough and determined. What he's saying is it's not good enough for a black boy or a black girl to be good, a black boy or a black girl in 1895, 1995 and 2055 must be good, tough and determined.

Over and over again, week after week, he told us that if you're ignorant, the world is going to cheat you. That's a law of life. It has nothing to do with ethnicity. If you're ignorant in this world, the world is going to cheat you. If you're weak, the world is going to kick you. If you're a coward, the world is going to keep you running. It's a hard lesson but it's still true, and we've got to relearn it and teach it to our children.

One final point, the final imperative is to define what we think we are doing. We hope and intend to make a world worthy of the young people. We've got to deal with the hidden and painful and explosive question of what the word "integration" means. Too many people, some of them black, think that integration means the disappearance of black people. Too many people, some of them scholars, believe integration means the whitening of blacks and the abandonment of black grandmothers and black grandfathers and black grace.

I was reading a 500-page book the other night by an eminent scholar and he had a word for it. He called it "mainstreaming." One of our problems, perhaps our main problem, is the reckless and glib use of that word. The urgent need of the hour is a dialogue on the meaning and the location of the mainstream. Where is that fabled and mystical body of water? Is it the creation of one group or a product of the blood, sweat and tears of all the races and creeds and colors on this land?

We've reached a point in America where we can no longer avoid dealing with that question, and we've got to teach our people that we blacks, whites, browns are condemned to walk this road together and that there's no hope for any of us except in all of us. This is the challenge and the hope of this conference, this is the faith of the great students and teachers of the dream. I believe, with King and DuBois, that the true discovery of America is yet before us; I believe that the real July 4th, the time of fulfillment of our black/white/ brown destiny, is yet to come.

I believe like DuBois that if we, relatively conscious blacks and whites and browns, do not falter in our duty now we, handful that we are,

with teachers moving from one area to another, or we end up, in the worst situation, with people coming in on emergency credentials. I can't think of anything more heinous to the improvement of our schools than emergency credentials. That is lowering the standard at the very time that we need higher standards for all our kids. We're talking about students being able to think and do things in different ways. We better make sure teachers and other educators are able to do these things as well. That is not the time, and there is never a good time, to go out and lower standards for teachers and let people into classrooms who will end up hurting our kids and making them more at risk than they already are. Now that's true across the board again, but the reality is, a lot of those teachers, 50,000 and up per year, end up in the schools where the greatest need is and where the students are most at risk. The very students who need the most qualified teachers get the least qualified teachers.

So, how do we try to wrestle with all of that? There are two parts to this dilemma. One part is the issue of minority recruitment, preparation and retention, but the even bigger part, much more important in some ways, is that we have to have teachers who are able to recognize talents and develop the diverse abilities of kids. There are few schools anymore where diversity isn't found. And we're talking about all kinds of diversity. We're talking about diversity in terms of the experience, the prior knowledge, the languages, the cultures. We're talking about kids, especially more and more these days the kids who have special needs, classes with kids who have special needs, different intelligences, different exceptionalities. For those of you who are in classrooms, that situation is overwhelming, because teachers are not prepared. This is not an indictment of teacher preparation or inservice programs, it's just that these program haven't caught up with the need. And part of that problem is that preparers of teachers haven't been listening to the front line practitioners.

What we've done a lot of in this country is to try to change things by top-down mandates. Groups such as the National Governors Association, the National Association of State Boards of Education have recognized that doesn't work. I hate the expression "top down/ bottom up." I think what you're really talking about is "support down/develop up." I've been involved with a lot of different programs where I spent most of my time in the field, and I remember being fresh out of a classroom in Elmira when two weeks after I got to the Federal Government my boss left

and I inherited his two major areas, which happened to be Bedford Stuyvesant and Chelsea. It was a shock for someone straight out of a classroom in Elmira, New York. And when I went out there I saw no other choice except to say, "I don't know what I'm doing either; let's try to do this together." And I learned more in those years than I've learned in the balance of my experience.

Those lessons still hold: work together, listen to each other and build on the front line experiences. Understand a couple of things- understand that unless the school community buys into something it won't happen. It's got to be teachers, it's got to be parents and it's got to be kids.

But that's not enough. If communities don't find ways to access other resources, help them, because if they knew how to do it they would have done it already. They need fresh ideas; they need financial resources, they need research that has been proven in practice. And so you need both. It's not a question of whether it should be local control, top down/ bottom up. It's both-both have to be in there. It has to be support down and develop up. Those are the same thing. We're recognizing this now. For those of you who are historians of education, this is about the fourth cycle we've been through in the last 100 years of what we need to do to improve our schools. Read John Dewey in 1900 and look at his descriptions of what we need to do. I don't think you'd need to change many words to fit today's classrooms. But the problem now, of course, is if we don't change, for an awful lot of reasons, the fabric of the country will be torn apart; unless we send strong messages in our schools. We have a choice. We can say in our schools, to everyone who comes into those schools, "You're a person of value, you're a person of worth, you're important to society," or we can say "We want to lock you out." There are far too many of our schools that say the latter. Not out of malevolence, again, but out of the fact that the situation has changed so rapidly. About 30% of our kids in schools across the country are persons of color. Only about 8% of the faculty in teacher preparation programs are persons of color. That's not good. The good news is it's leveled off. It's been declining in terms of the number of people we've been able to attract into teaching.

It's leveled off and there's even a slight upturn, very recently. But if we want our schools, if we're concerned about role models, if we're concerned about what some folks have called culture brokers, if we're

concerned about our schools representing the kind of diversity that's in our society, we have to do something about that.

There are a lot of foundations. There are folks like Dewitt Wallace Reader's Digests, Ford Foundation, Carnegie, and Lilly. You can go through the roster of foundations that are very, very, supportive of efforts in this area. We're talking about many, many millions of dollars. Again, while they talk to each other on occasion, it's not the focus of their work. Everybody is so busy doing what they're doing in their own situation they don't have time to deal with what else is happening. But the federal government can play a very positive role in bringing those folks together.

I want to mention ten principles you might want to think about. Ten important principles emerge from our conference discussions and feedback.

The first is developing public awareness of why both excellence and diversity in the teaching work force are crucial.

Second, building interest in local communities and among parents and families who will support a student's interest in a teaching career. There is no stronger influence than community and parents and peers. Unless you can change some of the stereotypes of the low status and other negative images that people have of teachers and teaching, all the rest won't make a lot of difference. So, I think that marketing of image is very important. And it's not the image you're improving, it's the reality you're marketing.

Third, making sure that there is a wide variety of ways that elementary and secondary students can explore and learn about teaching and what it requires. Don't be ashamed to talk about it, not only as a career, but as a calling. We've got to do things like buddy systems; we've got to give kids a chance to tutor other kids. We've got to bring in high quality teachers who will excite kids. You can't just talk about it; you've got to show it. I read something just recently, and I'll try to paraphrase it: we shouldn't worry that our kids don't seem to listen to what we're saying; we should worry a lot that they're always watching what we do. Same way in schools: it doesn't matter what you say; it's what you do. The messages we send have got to be modeled.

Fourth, providing the counseling and other supports needed to make sure students pursue the kinds of academic and other activities they'll need to meet rapidly rising entrance requirements for teacher education programs. Whether you know it or not, they are rapidly rising. Grade point average requirements, other kinds of entry requirements, are changing drastically, and that's positive . But it's a very unfair world if we don't, at a very early stage, start to help people find ways to keep those standards. If we did to kids what we do to teachers, it would be analogous to having kids and not worrying about what kids know and what they're able to do until they go out for employment. We do that to teachers, I think, as well. We don't really prepare them for what the real world is. We don't worry about it until we find out they have problems. And I'm not talking, again, about teacher preparation as much as I am talking about much earlier than that, in terms of the kind of academic content background you need to be a good teacher in whatever field you choose.

Fifth, fostering strong ties between schools, communities, businesses and of course higher education institutions to build and maintain interest and to provide for clear, rigorous transitions from elementary and secondary schools to higher education. Again, that has to do with admissions, academic and personal support, and finances.

Sixth, we need programs in teacher preparation that recognize variations in students' prior knowledge, languages, intelligences, exceptionalities and cultures, frequently combined with wide variations that have to do with more and more of our students facing the tremendous health, family, nutritional, safety and other kinds of difficulties. We can't shield future teachers from that. We've got to train teachers with other human services professionals, like social workers, not so that teachers will be able to do social work, but so that they'll know where the resources are to take that burden off their shoulders. And one of the things that will help most is the fact that a lot of states now are beginning to require that human service budgets-- that is, education, nursing, social services of all kinds--have to be submitted to the legislature together. They can't all be done separately. Well, if you're going to have to work together like that in the real world, we ought to be training people that way in pre-service. Places like Miami of Ohio were trying programs like that. Again, it's not a generic experience we're talking about here in preparing teachers at any stage. It's got to be in context. No one comes out of a teacher education program being an

excellent teacher. What you can best hope for is coming out of a teacher preparation program as a qualified, beginning teacher. You ask any teacher, any great teacher, how long it took him/her to learn to teach, and he/she will tell you, "I'm still learning." Schools and universities ought to be working much more closely on who can do what best, throw out the stereotypes, try to figure out in this particular context what's the best way to prepare someone to continue his/her development. Let's get elementary and secondary teachers into college classrooms during pre-service programs. Let's get higher education faculty out in the schools working very closely with school personnel in professional development. Let's have them develop curriculum at both stages together. As long as they're working separately it's never going to come together.

Seventh, licensing policies that hold teacher prep programs accountable for producing competent beginning teachers who will not put students further at risk than they already are. Only about 40% of the teacher education -- over 1,200 teacher education programs in this country -- have national accreditation. The only body at present is the National Council for the Accreditation of Teachers Education. But only 40% of programs have that accreditation. You can argue whether NCATE is the right accreditation, but, the fact is, there should be quality control. States are moving very much to looking toward outcome assessments. We're not talking about putting restrictions on teacher preparation programs so they all do the same thing, but hold them accountable. So you can be as creative as you want, but you'd better be producing competent beginning teachers because if you're not, you should not be in business.

Eighth, we need strong induction and support programs for beginning teachers. We lose about 50% of those who leave teaching in the first three to five years and, unfortunately, a lot of those are our most able teachers. And it's because of frustration, the dissonance between what they expected and what they get, the fact there's no flow, no transition from the pre-service program into that induction period and into experienced teaching. It's not only an issue of helping beginning teachers, but who do you think is going to help beginning teachers? Experienced mentors. So you're going to rejuvenate the rest of your staff at the same time. For those of you who know the notion of professional development schools, or professional practice schools that go by different names, there are about 200 of those now, at least , around the country. Some of them more in name than in actuality. But

they bring together higher education, schools and communities. The best ones are in the "worst" schools, where "if you can do it here, you can do it anywhere." They encourage inquiry as a vital part of every teacher's life. They find time for that. People work together, looking at each other's practice and working together to design ways to improve that practice.

Ninth, we need ongoing professional development programs that provide time for teachers and other educators to work together, and that have other kinds of rewards and incentives that will send the message to teachers and others that this is part of your life, it's job-embedded, it's not for weekends, it's not for after school, it's the time you ought to be spending when you're in school. We talk a lot about Japan and China and other countries that are scoring much better on tests. In those countries, teachers spend maybe fifteen to twenty hours of their work-week in full classes. The rest of the time is spent doing things like curriculum planning together, one-on-one contact with other teachers, with students, with parents. They don't spend all their time in full group instruction and yet we do that here. It's also interesting that in those countries far fewer of their resources go toward supporting the administrative level of activities. Basically, in this country, almost twice as much goes towards that level as towards the classroom teacher level. For example, in Japan I think about 80% of budgets is for classroom teachers. That's not true in this country. You can make of that what you will, but it's an interesting phenomenon.

The last thing is just to look to other sources. As I mentioned before, we're getting a lot of teachers from very, very many other places. It shouldn't be "alternative certification." It should be alternative routes to the same high standards for certification. Everybody should have to meet it. Of course , we ought to have alternative ways for people who have already had great experiences, who already know things. Sometimes when you try to tell folks from the military, folks from other careers, "This is what you're going to need when you go into the classroom," they say, "I know how to teach, I know my subject matter cold; don't bother me with that." Try them again two weeks after they've been in a classroom. It's a very different situation. So the point isn't whether alternative certification is better than traditional certification or any other way we have to get people into teaching. They all have to have the high standards we have to protect the kids.

I want to close by saying that developing the human potential in our schools, for both students and educators, is a road we must continue to travel, because while it no doubt will be winding and hilly, it's the only road to a brighter future for our nation's people.

Strategies for Encouraging Minority High School Students to Consider Teaching Careers: A Panel Presentation by the Consortium for Minorities in Teaching Careers

Joseph Braun, California State University, Dominguez Hills
Carol Felder, Xavier University
Maggie Lane, Morgan State University
Nydia Marini, Turabo University of Puerto Rico
Joan Kennedy, University of Wisconsin, River Falls
Theodoshia Woolfolk-Millette, Knoxville College

The Consortium for Minorities in Teaching Careers is an eleven-university coalition that is committed to working together on all aspects of the "minority teacher pipeline" from pre-collegiate programs through teacher induction into the profession. The Consortium member institutions span seven states and Puerto Rico including three HBCUs, institutions with predominantly Hispanic students, a Native American recruitment project, urban and rural institutions, public and private institutions ranging from a community college to doctoral granting universities. The Consortium is currently implementing pre-collegiate programs that reach about 1,000 young people per year under a three-year grant from the U.S. Department of Education. Under this grant, ten pre-collegiate minority teacher recruitment projects are being carried out at the various institutions.

A number of strategies to motivate young people of color to consider entering the teaching profession have been carried out under a common overall approach. All strategies involve bringing the future teachers to a college or university campus and providing them with direct experience in teaching young children. They receive training in teaching strategies, information on education and professional requirements needed to become teachers, and other motivational activities designed to increase their interest in teaching as a possible career. The major funding source of the Consortium is a grant from the U.S. Department of Education's Program to Encourage Minorities to Enter Teaching Careers along with a variety of public and private matching funds at each of the member institutions. One of the unique features of the Consortium is the geographic and ethnic diversity of the overall effort.

Each of the programs presenting at the conference will be described. In addition to the common features of the programs, some of the site specific features that respond to the unique characteristics of the local population will be highlighted.

California State University, Dominguez Hills, Metropolitan Los Angeles

The Future Teacher Institute (FTI) at CSU Dominguez Hills was the prototype for programs within the Consortium. Students are recruited from high schools in the Long Beach, Los Angeles and Compton school districts and have reflected the rich ethnic diversity found in those communities (statistics for the first five years of FTI show an ethnic mix of 39% Latino, 31% Asian/Pacific Islander, 26% African American, and 4% Caucasian). The Institute operates over a ten-week cycle of Saturday meetings at the university campus. During the first three weeks, teams of five high school students with common academic interests (math, science or language arts) learn and practice techniques of group planning and teaching. They work under the guidance of a high school teacher who also runs a future teacher club and two "mentor" college students who were formerly FTI participants. Faculty from the Teacher Education Department also run sessions on specific areas of teaching.

In the seven weeks following the training period, each high school team plans and presents enrichment learning activities for groups of ten to fifteen elementary school students from neighborhood schools. The future teachers meet before and after their teaching sessions for planning, evaluation and replanning sessions based on their experience.

FTI began its second-year activities under the current grant in March of 1995 with 30 students. As in the first year, there was a mix of African American, Hispanic (Mexican and Central American) and Asian (Cambodian and Vietnamese) students. The project coordinator is a full-time lecturer in the Department of Teacher Education. He is a former teacher and administrator in the Lennox school district and has extensive contacts with local schools through his past professional experience. The two high school teachers who are future teacher club sponsors have remained on board as the lead staff for the program. A key feature in the success of the FTI program is the use of two program "alumni" as mentors who assist the coordinator and the high school teachers in training and

Table 1
Program Participation by Ethnicity, Gender and Grade Level

	City Coll. of N.Y.	Cal. State D. H.	Fordham Univ.	Hostos C. C.	Knoxville College	Metro. Univ.	Morgan St.Univ.	Turabo Univ.	U. Wis. Riv. Falls	Xavier Univ.	Totals	%	
Year #1 ('93-4)													
African American	76	6	37	39	222		70			80	530	45.0%	
Hispanic	92	17	10	110		40		40			309	26.2%	
Asian		4	5	4							13	1.1%	
Caucasian			4			302						306	26.0%
Native American									19		19	1.6%	
Gender													
Female	82	20	32	94	372	35	58	32	10	63	798	67.7%	
Male	86	10	20	59	253	5	12	18	9	17	489	41.5%	
Grade Level													
8th Grade								9				9	0.8%
9th Grade		110			29			9				148	12.6%
10th Grade	58	9		49			13		16		145	12.3%	
11th Grade		13	43	38			17	14			125	10.6%	
12th Grade		8	9	37		40	23	36	3		156	13.2%	
Totals	**168**	**30**	**52**	**153**	**525**	**40**	**70**	**40**	**20**	**80**	**1,178**		
Year #2 (1994-5)							*est.*		*est.*		*est.*		
African American	79	13	39	33	215		80			80	539	45.4%	
Hispanic	98	11	19	117		30		30			305	25.7%	
Asian		6	6								12	1.0%	
Caucasian/other					310						310	26.1%	
Native American									30		30	2.5%	
Gender													
Female	83	18	33	89	320	26	65	25	16	51	726	61.2%	
Male	94	12	22	61	205	4	15	5	14	21	453	38.2%	
Grade Level													
8th Grade								10				10	0.8%
9th Grade		103	1		21			10				135	11.4%
10th Grade	47	5		43			15		10		120	10.1%	
11th Grade	27	9	10	49			20		10		125	10.5%	
12th Grade		15	45	37		30	25	30	10		192	16.2%	
Totals	**177**	**30**	**55**	**150**	**525**	**30**	**80**	**30**	**30**	**80**	**1,187**		

supervising participants as they acquire teaching skills and use them to teach classes of elementary school children.

Participants come from urban high schools in the Los Angeles, Compton and Long Beach school districts. During the second year of the grant two significant relationships with high schools were solidified. The California Academy for Mathematics and Science (CAMS) is a unique high school which exists on the CSU Dominguez Hills campus. It is a county-wide magnet school whose mission is to recruit and provide girls and underrepresented minority students with specialized education in mathematics, science and technology to prepare them for college entrance and eventually for careers in technical fields. The program does not recruit the "best and the brightest" but seeks above-average students with an interest in these technical fields. FTI has included at least five CAMS students in each of the first two years of the project. Given the shortage of minority math and science teachers in the Los Angelos area, this connection offers the promise of interesting some of these talented youngsters in teaching careers. As a by-product of this relationship, Consortium staff and the high school principals have begun planning an "Explorations in Teaching Careers" elective class for the high school. Facilities at the university have been a constant problem. CSU Dominguez Hills has a working adult student population so that classroom space is at a premium on Saturdays. The expanded relationship with CAMS has led to an agreement that FTI can use CAMS classrooms and laboratories which are not made available to the rest of the university.

The Crenshaw High School Teaching Academy is a well established magnate program at a predominantly African American high school in South Central Los Angeles. It has linkages with several local colleges and universities and is a model program both state-wide and nationally. FTI has established a direct link with the Crenshaw program for the second year of the project, including the participation of Beverly Silverstein, the magnate program's founder and coordinator. This linkage will provide an additional motivational experience for the Crenshaw students to encourage them along the path to teaching careers.

Another innovation implemented in the second year of FTI was a feature borrowed from the Puerto Rican programs. Faculty members from the Teacher Education Department conducted some of the pedagogy training sessions for the high school students. In prior years, training was done by the two high school teachers whose direct

experience with elementary school children was limited. They welcomed the addition of elementary education faculty trainers as a way to enrich the program. Program effects have been strong for participants in this highly focused, clearly structured teaching experience.

The Future Teacher Institute has been in operation off-and-on, since 1986. During year three of the current program, project funds will be matched with university funds to organize a follow-up study of FTI alumni to assess the long-term program impact on their education and career choices.

Xavier University, New Orleans

Xavier's Teacher Mentorship Program is part of a comprehensive future teacher development project which is supported by both local and private foundation funds. The project includes Future Teacher Clubs, a Summer Enrichment Program and a Parent Involvement Initiative. Xavier's partnership with four New Orleans high schools includes the only all-African-American male high school and one of only two all-African-American female high schools in the city. Eighty students will be recruited into the Future Teacher Club and half of that group will be selected for the Summer Enrichment Program. The Summer Enrichment Program on Xavier's campus includes college preparatory courses in mathematics, science, language arts, African American history and teacher education. In conjunction with course offerings, students participate in seminars, field trips and other activities related to the teaching profession. Additionally, the high school students are paired with third and fourth-graders from area elementary schools to provide enrichment experiences in the same four disciplines in which the high school students are engaged. Four Xavier education majors act as group leaders to the program participants and are primarily responsible for development and implementation of the co-curricular activities. Each group leader assists one of the academic subject matter instructors and provides students with afternoon tutorials and advisement regarding college attendance and teaching careers. A series of parent workshops is offered for parents of all participating students. Workshops are planned by the teacher mentors in consultation with Xavier faculty and staff. The workshops focus on topics which include profiles of successful students; preparing adolescents for success in a diverse society; application to, selection of and financing for a college education; and the need for minority students to consider the teaching profession.

Over a two year period, Xavier project staff have seen an increase in student participation and interest in entering teaching careers. This has been due, in large part, to the collaboration between Xavier University and the principals at the four collaborating high schools who have selected excellent teachers to sponsor and mentor students. Each of the four high schools serve a distinct student population: McDonogh #35 Senior High is the only predominantly African American magnet high school in New Orleans. McMain Magnet Secondary School is an integrated magnet school with a high number of African American students. St. Augustine Senior High is the only all-male African American high school in Louisiana. Xavier Preparatory School is one of two private girls' high schools in New Orleans.

By placing future teacher clubs in these schools the project is meeting its objective to identify and recruit academically strong students who have the potential to become teachers. The first part of the recruitment involved mentoring by eight high school teachers and four Xavier University teacher education majors with twenty students from each school. These 80 students were involved in a variety of activities highlighting the teaching profession, including providing tutorial services to elementary children at local community centers, adopting a middle school class, serving as teaching assistants to teachers in their respective schools, adopting an elementary school classroom, sponsoring "teacher of the week" and "teacher of the month" appreciation, and leading beautification projects at the respective schools. The culminating activity that brought all participants together was a Future Teacher Club College Day at Xavier. Activities were planned and coordinated by the college student education majors and volunteers from student government. There were panel discussions from campus offices, rap sessions with college students and banner and spirit competitions focusing on education-related themes.

The second part of the Xavier teacher recruitment project involved a six-week summer institute including academic enrichment in language arts, math/science, computer based education, learning skills, African American history, and teacher education. In conjunction with the teacher education course, students participated in a teaching practicum experience.

Although the program at Xavier serves African Americans almost exclusively, there is great diversity among participants with regard to

social class and educational background. High school students come from both low-income and affluent communities. All of these students were mixed together in the summer institute, along with college students from both Xavier and Grambling University, which sends a number of its students to Xavier for a summer enrichment program. In addition to the academic enrichment, there were social activities planned for afternoon and evening sessions. New friendships were formed across social class and educational level as a result. The students requested that a directory of participants be prepared so that they could stay in contact with their new friends. The opportunities for correspondence between high school and college students, especially for the high school students from the low income neighborhoods, is another important by-product of the summer institute that can provide additional linkages and encouragement for the younger students to attend college and, eventually, become teachers.

Morgan State University

Morgan State University recruited and identified 28 precollege students for the spring cohort and 52 more will participate in the summer cohort. The Program for Recruiting and Inspiring Minorities in Education (PRIME), a collaborative program run by the Baltimore Public Schools, supported students in the spring cohort. PRIME guidelines require that each of the students undertake a supervised field experience that will, in addition to other developmental exposures, provide an opportunity for them to participate in the role of teacher. The Morgan State Consortium program, modeled after the Future Teacher Institute, provided the field experience for the PRIME students. It is anticipated that PRIME will sponsor five students for the summer cohort of the Consortium program. The collaboration has allowed for the pooling of resources and the enrichment of both programs.

The Morgan State program has also entered into a "school-to-work transition" collaboration with the Baltimore City Office of Employment Development. The partnership has submitted a proposal to the Commonwealth Program to sponsor an additional 25 students to participate in the Future Teacher Institute at Morgan State.

During the current program year, 19 students from the spring cohort will graduate from high school. Sixteen will graduate from previous cohorts. Of these 35 graduates, 33 have applied to institutions of higher

education and most have indicated an interest in teaching as a career. The project director indicates that many of these students would not have been enrolled in college had they not received the experiences made possible for them through the array of minority teacher recruitment programs operated by the Morgan State/Baltimore Schools collaboration. Perhaps most important of all experiences reported by project participants is their increased understanding of the value of learning they have acquired through their direct participation in both sides of the teaching-learning process.

Project CADET at **Metropolitan University and Turabo University** in Puerto Rico

An ongoing objective of the programs in Puerto Rico has been to attempt to recruit teacher candidates from the high-achieving high school students who have traditionally stayed away from the teaching profession. As a result, emphasis during the first year was placed on recruiting students with grade point averages of 3.0 or higher to participate in the Future Teacher Institute programs at these two institutions. Each institution had a different experience with regard to this strategy.

The Metropolitan program found that the "high-achieving" students (60% had high school GPA's at 3.0 or higher) entered the program with inaccurate expectations about the notion of "teaching careers" being promoted by the program. They came in expecting to be given assistance in pursuing teaching careers at the college and university level, rather than at the K-12 level. As a result, only six of the initial 40 students enrolled in programs leading to degrees in education at the end of the first year, all of whom had high grade point averages. Subsequently, recruiting strategies were revised to make the grade-level expectations more explicit. Recruitment has been concentrated on one high school rather than the initial four involved in the first year in order to improve communication and improve the "pipeline" support for potential teacher candidates. In addition, enrollment was reduced from 40 to 30 so that the financial savings could be used to support future teacher activities at the high school.

Turabo University

Turabo has addressed the commitment to "high-achieving" teacher candidates in a more comprehensive fashion. The university has implemented a five-year program leading to a bachelors and masters degree in teaching along with the teaching credential. Turabo recruited about 65% of its first year participants with GPAs at 3.0 or above and the balance with GPAs between 2.5 and 2.9 (at Metropolitan, students were recruited with GPAs below 2.5 but not below 2.0). Participants attend a Saturday academy from February through June. During the first eight weeks they receive training in learning styles, classroom management, cooperative learning, audio-visual techniques and computer technology. For the next eight weeks they work with fifth and sixth graders, teaching them in mathematics, science, English and computer skills utilizing the methods and skills learned in the first eight weeks.

Students who decide to pursue a career in education are assisted in submitting early admissions applications to the university and can take their first course during the summer prior to admission. They also receive priority consideration for the new 5 year program leading to a credential as well as both a BA and an MA. At the end of the first year of the project, 15 of the 40 participants requested early admission into the new program.

As part of the CADET activities, future teacher clubs were organized at collaborating high schools for all students from grades 10 and 11 interested in teaching. Activities in these programs were extremely limited due to lack of financial support. As a result, CADET at Turabo, like the program at Metropolitan has decided to limit enrollment in the Saturday program to 30 participants and use the savings to invest in the "front end" future teacher clubs at the high schools. During the current year with this strategy in place, levels of both activity and enrollment in the high school future teacher clubs have increased and a much stronger pool of potential applicants was available for the Saturday program.

University of Wisconsin, River Falls (UWRF)

The Wisconsin, River Falls site had not been involved in Consortium activities during the original project. Thus, it had to start from scratch in building collaborative arrangements with local schools serving

Native American high school students. During the 1993-94 project year the project established partnership agreements with three sites: South Minneapolis High School, Humboldt High School in St. Paul, and Hayward High School in Hayward, Wisconsin. Teachers were identified at each site to assist in student recruitment for the Future Teacher Institute. With the exception of the Humboldt site, where the teacher originally contacted lost interest, a total of 44 Native American students applied to the program. Thirty were admitted and 20 eventually attended the two-week summer residential program at the UWRF campus. One student dropped out due to illness.

Originally the plan had called for conducting the Future Teacher Institute in the Twin Cities for ten Saturdays (following the Dominguez Hills model) but the distances involved made this model impractical. The residential model proved advantageous for many reasons other than transportation. It brought Native American students from several locations together at a neutral site and provided them with the experience of living on a college campus. An unexpected multicultural experience was initiated by the students. They requested that the program conclude with a pow wow, a traditional ceremony with which they were accustomed to starting important events. The staff agreed and the students were allowed to organize the event and return home to bring their traditional clothing and an elder to preside over the event. It was a tremendous success and set a very positive feeling for the total experience of the institute.

The second component of the program involved the participation of elementary school students in the academic enrichment program, with instruction provided by the high school students. The intention was to provide elementary school ethnic minority students from the Twin Cities urban area with enhanced science and math experiences delivered by their teen-age peers, but this arrangement became impossible once the program was moved to the UWRF campus, a residential, rural setting. Consequently, elementary school students were recruited from the local school district, a rural, white community. While there was initial apprehension about the feasibility of bringing Native American high school students into classroom situations with white elementary students, the concerns were immediately erased. Over 100 elementary students applied for admission to the summer enrichment program and 60 were chosen to participate. At the conclusion of the program favorable evaluations were received from both the elementary children

and their parents. By necessity, an unexpected and very positive multicultural experience was provided for both the Native American students and the rural white community surrounding the River Falls campus. By the third year of the project, it is anticipated that a Future Teacher Institute can be offered at either an urban site or a reservation site. While there will be increased costs to deliver such a program, it will provide the dual advantages of offering academic enrichment to minority youngsters and providing an extended pipeline for teacher recruitment into the target communities.

After the first summer institute there is evidence that the program has contributed to an increased interest in the teaching profession by Native American high school students. Of the first 19 participants, one has enrolled in a teacher education program at Augsburg College in Minnesota, and another has decided to enroll at the University of Wisconsin, River Falls in the fall of 1995. Another indication of program effectiveness is the number of first-year participants who have expressed an interest in returning as assistant teachers. Participation in the two-week summer institute is only one component of the program. Follow-up activities such as letters, phone calls, field experiences with site recruiters and the opportunity to participate in a second summer program are some of the ways this program helps to generate interest in the importance of successfully completing high school and going on to college.

The final goal of the first year of the UWRF program was to establish matriculation agreements with the three sites that would provide for smooth transition from high school and community college to the university. While formal agreements have not been drawn up between the high schools and the university, the linkages which have been established between the College of Education and the site recruiters provide significant opportunities for student success. Currently, formal discussions and written agreements are being prepared that will allow students enrolled at the La Courte Oreilles Community College in Hayward, Wisconsin, an institution on a nearby reservation, to transfer smoothly to a four-year comprehensive university.

Knoxville College

The Knoxville project continues to experience success with its future teacher clubs. To date, approximately 500 students have expressed an interest in participating in the project. There is strong

support by parents and staff who are constantly encouraging and soliciting parental involvement. The program would be able to increase the number of participants if additional transportation resources were available. The transportation problem is directly related to participants who are economically disadvantaged and reside outside of the immediate Knoxville College community. These clubs constitute the recruiting base for the summer institute.

The Future Teacher Institute for high school students is offered each summer. It includes direct training and hands-on experience providing instruction to elementary and middle school students; information to students and parents on requirements, curriculum, career opportunities and sources of financial support for educational programs leading to teaching careers; and academic advisement, skill development and counseling on how to meet college entrance requirements and maintain academic progress toward a degree and a teaching credential. The Knox County School System identifies and helps recruit teachers and administrators to participate in future teacher workshop activities, identifies and helps recruit and select high school students and their parents to participate, and provides facilities at school sites when needed for activities related to the project.

Evaluation

The evaluation unit (University of Iowa) developed a formative and summative evaluation plan that distinguishes the Consortium from most minority teacher recruitment projects. It includes quantitative and qualitative, formative and summative data for individual sites and the project as a whole. More importantly, it includes the formation of a longitudinal data base to track participants during the period of time from involvement in a pre-collegiate program to their induction into the teaching profession, a time span that could take five to seven years.

During the first year of the current project, considerable time was spent testing and gathering feedback from individual units on all phases of the evaluation strategy. Many adjustments were made at the November, 1994 meeting that should ensure a solid data collection and analysis for the second and third years of the project. The data from the first year is inconsistent with some units implementing only parts of the collection plan and others administering some of the instruments incorrectly. All unit coordinators have committed to full implementation of

the evaluation model at the conclusion of their second and third years of operations.

Specifics of the evaluation plan were the subject of a separate presentation and will be described in detail elsewhere in these proceedings. There will be extensive data available at the end of the current project year which should yield considerable information on the extent to which the specific projects have had an impact on the participants' attitudes toward teaching. A presentation will be made at next year's conference. Preliminary findings from the data that were collected during year one indicate small but positive changes in attitudes toward the teaching profession and participants' interest in exploring teaching as a career option.

Conclusion

By the end of the summer of 1995, the Consortium for Minorities in Teaching Careers will have introduced over 2,000 high school students of color to the experience of teaching and the steps to be taken on the path to a teaching career. We are encouraged by our successes to date and look forward to having a solid, positive impact on increasing the diversity of the teaching force in the public schools of our local service areas.

The Historically Black College, Ecological Psychology, And Higher Education's Changing Environment: Reconceptualizing African American Student Retention

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It is well documented that African American students face many barriers in higher education. These barriers include social backgrounds that are incompatible with campus cultures and climates, inadequate financial resources, and an overall fear of failure in school. Certain African American students entering higher education also find social and emotional support from their families lacking, particularly for those who are first-generation college students. These psychosocial factors, combined with the normal anxiety of pursuing an academic degree, result in unique difficulties for many African American students attempting to adjust to the collegiate environment.

The college-bound African American student of today has a wide range of institutional types and sizes from which to choose. They may select a liberal arts or a research institution. The choice may be a large, public, urban university or a small, private, religious college. The college may be single-sex, coeducational, regional, or thousands of miles away from their home. More significantly, the student can either matriculate at a traditionally mainstream or a historically black college or university. Given the number of institution types and student personalities involved, some colleges are better than others for certain students. For increasing numbers of African American students, the historically black institution provides a more suitable--better yet, advantageous--environment.

The black college does not divorce higher education from its responsibility to explore the sociocultural, socioeconomic, political, and familial backgrounds that contribute to African American student attrition, and the ramifications of the larger society that perpetuates these characteristics (Lang and Ford, 1988). While it is highly probable that a large number of them withdraw because they fail to adjust to the social climate, or because of academic deficiency, it is not an acceptable truth that to be poor and African American is analogous to being uneducated.

With the conservative shift of the American ideology, there is an unrelenting erosion of policies and programs for African American students (Wilson, 1982). Reginald Wilson, Senior Scholar at the American Council on Education, argues that during this retrenchment historically African American colleges continue to safeguard minorities from the pernicious effects of institutionalized discrimination (personal communication, January 16, 1994).

Demographic Change

In every decade from 1900 to 1970, full-time African American undergraduate enrollment doubled, from 0.3 percent in the early 1900s to 7 percent in 1970. The number of African Americans enrolled in college increased steadily in the 1960s and in the early and mid 1970s, partially in response to increased federal support of higher education during that period (Terrell & Wright, 1988).

In 1977, however, African American enrollment began to plateau, and in 1983 there were 1,102,000 African Americans enrolled in college (1,000 fewer than in 1977), indicating a no-growth period for African American enrollment during those seven years. By contrast, there was a 4.9 % increase in the college enrollment of Caucasians. Moreover, African American secondary school dropout rates decreased significantly and their high school graduation rates increased significantly during the four-year period between 1983 and 1987 (Christoffel, 1986).

Although the numbers of African Americans obtaining high school diplomas has increased significantly in the past few years, the number of African American high school graduates, ages 18 to 25 years old, enrolled in college fell from 33.5 % in 1976 to 26.1% in 1985 (U. S. Bureau of the Census, 1987). In 1981, African American students still constituted about 11% of the nation's college enrollment compared to about seven percent in 1970; and in 1987 African American students represented 8.8% of the nation's college students (Allen, 1991; Matney & Johnson, 1983). In 1970, 31% of African Americans 25 years old and over were at least high school graduates, compared to 51% in 1980. Also, the proportion of African Americans who had completed four or more years of college rose from four percent in 1970 to eight percent in 1980 (U. S. Bureau of the Census, 1987).

A clearer picture of the status of African American educational attainment in higher education may be gained by examining recent trends. The statistics, as cited in Lang and Ford (1988), illustrate an increasing trend in the relative proportions of African Americans aged 25 years old and over who have completed four years of high school, one to three years of college, and four or more years of college. These data also show a considerable and increasing gap between the proportion of the African American population who completes high school and those who complete four or more years of college.

It appears that considerable progress has been made in the educational attainment of African Americans during the past decade, although there is disparity relative to the proportions of African Americans who enroll in college versus those who actually graduate.

The United States higher education population is 21.7% minority, with the largest proportion being African American.

Retention Research

Research on only the specific variables that influence African American student persistence at traditionally mainstream versus historically African American institutions is scarce. In part, this lack of knowledge is due to the fact that most African Americans enrolled in college prior to 1960 could only attend historically African American institutions (Terrell & Wright, 1988). The post-*Brown vs. Topeka* African American student enrollments in traditionally mainstream institutions presented a new and different set of challenges for the institutions, researchers, and African American students themselves (Terrell and Wright, 1988).

Like other students, African American students were expected to adjust to the college campus environment. But, according to the literature, they faced numerous concerns different from those of Caucasian students. Those additional obstacles and barriers encountered by African American students at most mainstream colleges exacerbated African American student attrition (Christoffel, 1986; Fleming, 1984).

Recent studies on the concerns that African American students encounter on traditionally mainstream campuses indicate that

some problems are unique to their experiences. As cited in Terrell and Wright (1988), the most frequently reported concerns include adjustment to the college environment and the demands of higher education. In many instances, African American students have limited family resources. Being a minority on campus leads to feelings of loneliness and isolation. Moreover, African American students on mainstream campuses sometimes experience racial hostility and lack a connection with the college environment. In addition to the aforementioned issues, entitlement to a degree--who is worthy of higher education--is also included.

Persistence varies by type of institution. School characteristics associated with high persistence include selectivity, size, residential status, religious affiliation, and availability of financial aid (Herdon, 1984; Cope, 1978; Astin, 1975; Cope & Hannah, 1975; Tinto, 1987). Students tend to have higher persistence rates at institutions of their own selection (opposed to parental choice, e.g., legacy, tradition), and they tend to be smaller and residential. Models to predict persistence in residential colleges are not necessarily applicable to urban commuter settings where students have less opportunity for the type of institutional integration prevalent in residential campuses (Pascarella, Duby, & Iverson, 1983). Most African American students tend to fare better at African American institutions (Lamont, 1979).

Although some school characteristics are fixed, others that reflect general climate on the campus can be changed. Of particular importance for minority students are issues surrounding race relations. A positive racial environment on a campus is associated with good academic performance and persistence (Nettles et al., 1985; Bennett & Okinaka, 1984; Allen, 1991). Positive racial environments are especially important given the combined feelings of alienation and isolation on campus. This leads and contributes to minority attrition at the mainstream university (Bean & Hull, 1984; Edmonds, 1984; Burrell, 1979).

Retention Models

Several theoretical retention models (Bean, 1980; Tinto, 1987; Spady, 1971) assert that the "student-institution fit" influences a student's decision to drop out, transfer, or take a temporary break from school. These theoretical retention and attrition models consider three sets of data: (1) the students' characteristics; (2) the college

environment; and (3) the degree of compatibility between the two. Students' characteristics include variables such as family socioeconomic background, cultural/ethnic background, quality of precollege schooling, motivation, and goals/aspirations.

The college environment is comprised of administration, faculty, staff, peers, facilities, student support services, and quality of student-instructor and student-student interaction. All of these components must be considered within the context of the university's mission. The greater the compatibility between the student and the institution, the higher probability that the student will complete all degree requirements. Compatibility is explained by two key concepts -- academic and social integration. Academic integration refers to academic success, while social integration refers to personal and social success, including feeling connected with peers, faculty/staff, and overall campus social life.

Based on the models and supporting literature, the challenge for higher education is to enhance and improve its African American student-campus fit. A study of African American students' academic and cultural backgrounds can provide higher education with information on the specific attributes of certain segments of the African American student population. Further, the examination of higher education's mission, facilities, student activities, support services, cultural diversity (among administrators, staff, faculty, and students) can provide valuable information about higher education's campus environment. If a wide gap exists between the characteristics of higher education's campus culture and the attributes of its African American students, appropriate steps should be taken to facilitate academic and social integration (Pounds, 1987). The historically African American university tends to have the best fit for a large segment of the African American student population.

Once the African American student arrives on campus, the "fit" between student and institution may determine the impact of the collegiate environment, be it a positive one--retention--or a negative one--attrition. Williams (1986) points out several studies that strongly suggest that the degree of fit between student and institution can affect satisfaction, academic achievement, and personal growth. Beal and Noel (1980) suggest a similar conclusion, "Retention research today emphasizes the importance of the interaction between student and the institution.... The degree of fit may determine the likelihood of students

staying or leaving. Another term, which may describe it better, is 'belonging'" (p.5).

African American student retention rates may be maximized by interventions and innovations which are based on increasing the level of campus social support they receive, or by allowing them to attend institutions that "look like them." Groups that provide strong peer support as well as concrete survival skills for incoming African American students may be the most effective way of helping these students cope with the stresses associated with college adjustment (Mallinckrodt, 1988).

Although many of the factors responsible for African American student attrition are beyond the control of a university, there are methods whereby many mainstream institutions can work towards increasing African American student retention. African American institutions, however, appear to already be retaining theirs.

Campus Climate

Research shows that historically black universities have been the primary educators of African Americans (Akbar, 1989; Allen, 1991; Astin, 1982; Edmonds, 1984; Fleming, 1984; Garibaldi, 1984; Hytche, 1989; Jones, 1971; Stikes, 1984; Thomas, 1981). The black institution has historically created pools of qualified individuals who have traditionally been underutilized in academia and corporate America. In Roebuck and Murty's (1993) Historically Black Colleges and Universities, Vernon Jordan states that "It is the black colleges that have graduated 75% of all black Ph.D.'s, 75% of all black army officers, 80% of all black federal judges, and 85% of all black doctors" (p. 13). While it is true that these schools are of great value, they have not convinced some in society of their importance. There have been many questions raised regarding the strengths of the historically black university. One such question is, "Can the impoverished historically black college provide a supportive social climate that fosters student satisfaction and achievement at a level commensurate to the environment available at financially stable predominantly white institutions?"

With regard to intellectual activity, the historically African American institution has suffered serious financial shortages (i.e., underfunding) which have caused them to be unequal with traditionally

mainstream institutions. As a result of the low funding, black colleges are unable to be competitive for securing top faculty. Conversely, both Jones (1971) and Sowell (1972) have suggested that many minority institutions are entrenched in mediocrity. They state that it is therefore extremely difficult for good faculty to remain or for bright students to flourish in the intellectual atmosphere of rote learning and textbook memorization. Meyers (1978) observed that black students should learn in predominantly Caucasian environments, based on the integrated nature of society.

However, Fleming (1984) states that meeting a student's basic needs during a critical stage of the life cycle is far more important than providing the best facilities. According to Sanford (1967), "If the development of the individual as a whole is the primary aim, then colleges should organize all their resources in efforts to achieve it. Such planning of a total educational environment must be guided by a theory of personality--a theory in the terms of which it is possible to state specific goals for the individual, describe the interrelations of his various psychological processes, and understand the ways in which he changes under the impact of environmental influences." (p. xv)

Inasmuch as research has documented both the varied negative experiences that black students may have on majority white campuses and its immeasurable effects, Davis and Borders-Patterson (1973) purport that growing mistrust and alienation cause many students to take refuge in institutions reflective of their experiences (e.g., for the African American student the predominantly or historically African American college). Chickering (1981) and Weathersby (1981) similarly found that the college experience has the potential to facilitate and stimulate the development of the student. Any sudden changes in the environment may mean a change in the individual. Therefore, it is important to note, as did Fleming (1984), that there is such a thing as an identity that must be "found" or "resolved" in the best of all worlds. However, developmental theorists have yet to determine how to isolate it and/or study it within the context of the practical college experience.

In an attempt to expound on the mission and goals of the predominantly African American college, Roebuck and Murty (1993) state:

"HBCUs, unlike other colleges, are united in a mission to meet the educational and emotional needs of black students. They remain the significant academic home for black faculty members and many black students. The goals described in black college catalogs, unlike those of white schools, stress preparation for student leadership and service roles in the community." (p.10)

Ecological psychology and Historically Black Colleges

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In a further analysis of the educational environment, Sanford focuses in on peer relations, instructional methodologies, and size and coherence of the institution.

In Schneider (1987), "environments are a function of the people behaving in them" (p. 355). He goes on to outline the Attraction-Selection-Attrition (ASA) model. The model states that:

1) people are differentially attracted to settings as a function of the kinds of activities that take place there;
2) through informal and formal selection practices the people in the settings also make choices;
3) people leave settings, voluntarily or involuntarily, if they do not fit well; and
4) the structures and policies, the social climate, and the culture of the organization are determined by the people attracted to, selected by, and who remain with an organization. (p. 356-357)

The discussion of collegiate environment is moderated by Roger Barker's (1968) theory of "behavior setting." Behavior setting is at the

root of ecological psychology. In the model, Barker defines a behavior setting as a behavior-environment unit having: (a) a specified set of time, place and object props, and (b) an attached standing pattern of behavior. Both clusters of defining attributes are necessary in order for a behavior setting to exist and they are interdependent.

In essence, ecological psychology studies the coercive power of the environment over human behavior. It studies both environments and the people who are part of the environment, but greater emphasis is placed on extra-individual than intra-individual variables.

Another educationally relevant work on behavior settings is Barker and Gump's (1964) Big School, Small School, that explored variation in styles of instruction and extra-curricular institutional functions. Baird (1969), utilizing a larger sample, confirmed the Barker and Gump study. Willems (1967), however, detailed more clearly that small and/or select schools produced a much higher sense of student commitment and involvement. Overall, historically Black institutions tend to be small and residential.

In an attempt to expound on the mission and goals of the black college, Roebuck and Murty (1993) state:

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In Campus Shock, Lamont (1979) goes on to say that for many African American students the historically black institution is "culturally more congenial" than the traditionally mainstream university .(p. 32) Moreover, "there is also a general level of satisfaction and camaraderie among black students at black schools that is not found among black students on white campuses" (Roebuck and Murty, 1993, p. 15).

Additional Factors

Conceptualization and implementation must necessarily be preceded by an understanding of causal variable interrelationships. Academic preparation stands as a central determinant of student

persistence, yet there are other externally controlled factors which significantly precipitate student attrition (Astin, 1975). An example of this is found in a study at Merritt College where financial difficulty was the most frequently cited reason for nonpersistence, followed by the need for employment and personal commitments or problems (Axtel and Coad, 1979). In this study another 47.3% indicated that they had given serious consideration to leaving higher education because of employment, personal commitments, and intention to transfer.

In another study, 32 academically ineligible African American students at the University of North Carolina at Chapel Hill were compared with academically eligible non-returning students at that institution (Sanford, 1967). Findings indicate that there is some uniformity of reasons between those who voluntarily withdraw and academically ineligible students. Interestingly enough, bad health or personal problems were most frequently listed by academically ineligible respondents as the single most important reason for withdrawal. Other studies identify such factors as family socioeconomic status, motivation, degree aspirations, personal values, self-concept, and environmental characteristics as correlates to student attrition (Axtel and Coad, 1979; Bressler, 1967; Burlew, 1979; Cross and Astin, 1981; Diocesare, et al., 1970; Harrow, 1980).

Other key factors identified by many researchers are alienation and group identification as variables which are specifically applicable to African American students. Donald Smith (1980, 1981) identified alienation and loneliness as the most common factors in African American student attrition as expressed by students, African American faculty, and administration, while peer support was identified as a factor in retention.

Most studies which relate alienation to African American student retention focus on larger, predominantly white institutions. Similar patterns have been identified at small private colleges (Claerbaut, 1978).

RECOMMENDATIONS AND CONCLUSION

Marvin Peterson et al. (1978), in Black Students on White Campuses, suggests that minority recruitment and retention should be utilized to create campus diversity. However, the first step in assessing the best usage of "population planning" in the collegiate community is to

assess what it means and/or purports to do. Higher education can begin by challenging the major inhibitors to African American college retention: (1) finances, (2) academic deficiency, and (3) social isolation and adjustment (Jackson, 1986).

Recommendations

Higher education must develop and implement policies which increase the retention of African American students. Because of erroneous understandings of *Bake*, many programs which appear to be the easiest form of policy development and implementation are currently being labeled as "reverse discrimination." However, the Department of Health, Education and Welfare, Office of Civil Rights' "Policy Interpretation of ..... *Bake*" states that it is permissible to implement race-based recruitment and retention programs.

Although university practices have been affected by public law, the mere existence of legal writing does not insure substantial policies or meaningful priorities. The existing policy practices which are applicable to African American student retention are numerous but the following five appear most useful: (1) to establish better definitions of access, equity, equality and opportunity; (2) to have accurate accounts of underrepresentation across disciplines and campus enrollments; (3) to clarify institutional missions and strategic plans regarding diversity and inclusion; (4) to have adequate and legal admission criteria which consider strengths that cannot be quantified; and (5) to secure funds for mainstream retention efforts (Allen et al. 1991; Jackson, 1986; Lang and Ford, 1988; Lang and Ford, 1992; Stikes, 1984).

In order to assist in retention, policy must include the recruitment of faculty and staff who are professionally prepared to deal with diverse student populations. Moreover, policy must establish the need for campus services which promote inclusion and interracial unity.

Based on the literature and personal experience, the following policies and support initiatives are cogent strategies for an effective retention program:

Policy

* The administration should create and implement policy that clearly articulates their support for activities that promote inclusion and increased

African American student retention.
* Administrative support can best be demonstrated through financial allocations to African American and other minority associations (e.g. Black student unions, Panhellenic councils).
* University policy should mandate that a course that promotes a better understanding of cultural differences be required for all students.

Support Services and Initiatives
* Create opportunities for African American students to interact with minority faculty and staff, with the intention of providing an atmosphere in which mentoring relationships can develop.
* Augment academic advising to include counseling and consultation regarding personal needs, concerns, and issues unique to African American students affecting their tenure.
* Establish a series of support seminars and professional development activities which will draw a campus-wide audience.
* Provide work-study awards which will place African American students in administrative units.
* Be certain that the campus newspaper and other publications showcase African American student activities in the same fashion as other organizations. Publication editors should strive to demonstrate linkages between minority and mainstream campus activities.
* When necessary, tutors should be provided for those students experiencing academic difficulty.
* Recruit and tenure minority faculty, as well as administrators, who can add to the diversification of the "ivy walls" and "ivory tower."

In addition to the enterprises listed above, university programs should try to garner wide-range support for their initiatives. Gaining this support may be difficult due to conservative ideology.

Conclusion

It is also noteworthy to contrast operative assumptions forming the policy basis for increasing the enrollment of African American students at traditionally mainstream universities and colleges. For example, during the early to mid 1960s a primary goal was to integrate African American students into these university systems. As is suggested by psychologists Bandura and Hutson (1961), integration ideally represented a process of interaction and exposure out of which

European models could affect and transform African American student behavior.

Attention to disproportionality, and related attitudinal/ intellectual/cultural variance, serves to identify a set of conditions producing the Adams decision. The conceptual evolution of African American student retention as an issue is illustrated by the literature's predominant approach to the subject in two categorical areas: (1) definition (What are the factors that affect retention rates?), and (2) remediation (What remedial strategies can be effectively implemented?). Although the latter has been instrumental in establishing equitable outcomes in higher education, it is often premised in the assumption that African American students who enter traditionally mainstream universities often have academic and social deficiencies.

An increasing number of researchers criticize higher education's refusal to educate African American students on "African American terms" (modifying the curriculum to include the minority experience) (Stikes, 1984; Taylor, 1970). In spite of the lack of concise policy implications emanating from such a nebulous concept, the call for a more dynamic educational process addressing the intellectual and cultural needs of African American students, as well as Caucasian students, is apparent. Stikes (1984), in particular, argues that African Americans "need something to relate to their experiences and culture that gives them legitimacy" (p.126). The historically African American institution provides such an experience.

The failure to achieve retention parity for African American students in higher education suggests ineffectual policies and programs. There are no standards which acknowledge integration or inclusion of all into America's ivy halls. Nonetheless, in an effort to reverse the growing underrepresentation of African American students, retention efforts must be praised and upheld as a necessity. If successful, the nation and the world stand to benefit.

As informed persons who bear a responsibility of developing policies to effectively retain African American students, higher education leaders are obligated to approach this issue with a critical eye and an expanded level of consciousness.

The increasing numbers of African American students attending historically African American institutions obviously means that it provides a comfortable environment for postsecondary studies. These institutions must be allowed to do what they do best -- give comfort and nurturing to students, while preparing them for future life experiences. The future of the African American undergraduate student requires that variety of institutions with a variety of objectives, student populations, philosophies, and environments be available.

Researchers and policy makers in higher education must begin to pay more attention to the institutional processes which affect African American students and their retention in postsecondary education. The structures, norms, practices and personnel of traditionally mainstream universities may ultimately govern whether African American student outcomes at their institutions are positive or negative. These universities have failed to establish environments like those of the historically African American campus, which consistently foster African American student persistence. While many African American students in these institutions endure financial hardship, overcome academic deficiency, and transcend social isolation, such outcomes usually occur in spite of, rather than because of, actions by the traditionally mainstream university.

As we react to the problems, debate the solutions and study the outcomes of African American student retention in higher education, we encounter at every turn more questions and fewer answers. One thing, at least, is clear: To recruit, enroll and graduate a diverse student population is only a beginning, albeit an essential one. The educational opportunities -- and obligations -- that must follow over the coming years will test an institution's commitment, energy, resources and imagination in profound and enduring ways.

"...for the majority of black students,
going to the university is therefore a different experience
from that of other students..."
-- Allan Bloom
The Closing of the American Mind (p. 95)

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Career Intervention to Prepare African American Students for the College Application Process

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Abstract

Research indicates that minority students, particularly African American students, have a poor performance of attending colleges or universities following graduation from high school. Factors which inhibit the progression to higher education are often embedded in poverty, lack of motivation, lack of role models, and other issues which prevent them from applying to colleges. My program hopes to address these issues and assist students with obtaining their goals.

Introduction

The focus group of this career intervention project would be students of color attending high school in grades nine through twelve. The project would focus specifically on African American students because of research which indicates a lower level of college placement for this group than the other two primary minority groups (Hispanic and Asian). It would be a continuous program beginning in ninth grade, culminating with the students, applications to colleges and their subsequent entrances to colleges or universities. The program will be a tool used by counselors or teachers to motivate students to consider college as an option and to investigate careers. The design of the program would be flexible enough to be used within a private or public school setting. It can also be utilized within the community environment.

Research

African American were chosen for this project based on research which revealed that African Americans are less likely than other groups to have a college education. In 1986, 20.1% of whites over 25 had 4 years of college or more as compared to 8.4% of Hispanics and 10.9% of African Americans (Access, 1994). Those figures are a clear indication that African American students are not attending college at a strong rate and it is a matter which should be addressed within our nation's

classrooms. Lacking a college education prevents most students from achieving their career aspirations.

A large percentage of African American students are less advantaged than other students. They will frequently come from disadvantaged homes, have parents who did not attend college, and are often first generation college students. Those factors also can contribute to reasons why students do not apply to college. Students whose parents have not attended college are most often at a disadvantage because they will seldom receive information from their parents. And the information they receive from their parents will frequently be incorrect because of their parents' lack of information on the application process. A 1994 survey of 2,000 college bound minority students showed that African American students were more likely than any other minority groups to rely on parental advice when they made a college choice as compared to other minorities (Morehouse, 1993). So it becomes important that parents as well as students are informed about options, careers, and college.

One of the factors which also affects the student's decision to attend college is the lack of visible role models within the immediate community. This becomes an issue for minority high school students because it is important for them to see others like themselves who have successful careers. It becomes difficult for a student whose only role models are the people seen on television or neighbors involved in illegal activities. The lack of role models is one reason why students will not choose college or will limit their career choices. African American students have been known to frequently select careers that are low-risk but have high status. Their high school majors will frequently be within the social sciences, humanities, and the preprofessional careers. Students ignore careers like the sciences, technology, and engineering. African Americans currently make up 11% of the work force yet they represent only 3% of the employed scientists and engineers (Access, 1994). These careers are often not chosen because of a lack of information, preparation, and motivation from others.

Students within this group will be confronted with a wide variety of counseling issues. Most of these are concerned with self esteem and motivation. It will become important within my project to help develop self esteem through modeling and positive reinforcement. Peer counselors will be a large part of the program and will encourage the students to

influence each other in a positive manner. Other issues which this group will also be faced with are the reactions of family members. It will be important to build their self confidence to enable them to ignore any family and community members who lack belief in the student's career aspirations.

Career Counseling Intervention

My career intervention will be based primarily on Super's developmental self concept theory (Brooks, 1984). His five stages progress from growth through maintenance. Most adolescents are within the exploration stage of the theory. The steps within this stage that are associated with attending college are planning, exploration, information, decision making, and reality orientation. The following will be a brief overview of the events that would occur in each grade level. The events scheduled within each grade are designed to be flexible.

Grade Nine

1. Utilize career searches to locate interests. This would involve a computer search using a system like SIGN or Discover.
2. Decision making skills activities.
3. Short information assignments -- interviewing people within careers that they may be interested in pursuing.
4. Time management -- conduct classes on developing time management skills.
5. Familiarity with the college career center.
6. Career assessment -- Exploring what skills are needed for their specific career interests.

Grade Ten

1. Conduct value clarification groups to assist with the development of their self esteem.
2. Expose them to volunteer opportunities.
3. Monthly speakers who are role models within the community or nearby community.
4. Exposure to post-high-school options -- for those who are examining careers that do not require a traditional 2- or 4-year college degree program.

Grade Eleven

1. Students will be required to attend college representative sessions.

2. Information sessions will be conducted on topics like applying to college, filling out financial aid forms, and other activities related to the college application process.
3. Financial aid workshops for parents.
4. Provide opportunities for family involvement through group sessions.
5. Video reviewing and taping of interviews.
6. Shadowing or paid internships with local companies.
7. Discussion of types of colleges that they wish to attend.
8. Bus trips to colleges.
9. S.A.T.s -- students should examine the possibility of taking the S.A.T.s in the spring.
10. Summer preparation - S.A.T. prep courses.

Grade Twelve

1. Small discussion groups on the colleges that they've selected to apply to and/or attend.
2. Campus visitations and interviews will be required.
3. Financial aid process.
4. Filling out applications.
5. Role playing interviews.
6. Placement of the non-college-bound student.
7. S.A.T. tests.

An important part of this project are the bus trips to local colleges. The program will allow them to meet with current students and learn more about college life. It would focus on having a tour of the campus, a group information session, and a question and answer session with the financial aid office. The day on campus will allow the students to really experience college life. The setting will allow the students to see what they may or may not like about that college and will give them a better perspective of what they would want in a college. Speaking with current students of color will allow the high school students to see that there are students like themselves who come from similar backgrounds. The bus trips are of particular use for those students who are considering predominantly white colleges or universities. Although these students may not be from their community, it allows them to establish true role models among their peers.

The components of the program are established in a manner that will allow the administrators to be flexible. The flexibility allows the program to be convenient for different types of schools and community

centers. Aspects of the program can be deleted or additions can be made, but it is recommended that all components be used at some point. Programs of this type will motivate African American students to know that attending college is a viable aspect of their lives and can help them obtain the status and success that they hope to have within their community.

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PERCEPTIONS OF THE COLLEGE EXPERIENCE: African American Students on a Predominantly White Campus

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BACKGROUND TO STUDY

Most higher education institutions today actively recruit African Americans, and students of other minority groups. Despite active recruitment and increased enrollments of minority undergraduates, graduation rates are still disproportionately low. In 1990, African-Americans, who made up 9.6 percent of the total college enrollment, received 5.8 percent for the baccalaureate degrees awarded nationwide. The percentage for all minorities receiving bachelor's degrees in 1990 was only 13.1 percent. The good news is that this represents an increase of 5.8 percent from 1989 to 1990 (American Council on Education, 1992 Status Report). Institutions are taking a critical look at what is happening with their student populations. Who is getting in? Who completes their degree? Who is dropping out, and why?

In the past ten years three major concerns have been incorporated in studies of Black (African American) students on predominantly white college and university campuses:

1. Their social and economic characteristics;
2. Their levels of adjustment in predominantly white institutions;
3. Their academic success (attrition rate) in these institutions. (Allen, Epps, and Haniff, 1991, 5)

Allen (1991) in *College in Black and White* refers specifically to the works of "A collaborative network of Black scholars" (National Study of Black College Students) doing research on Black students in higher education. Scholars used an interdisciplinary approach to provide Black and other students with professional training and experience in all phases of social-science research. The results of this training and commitment were several dissertations, graduate student presentations nationally, and publications including graduate students as co-authors.

Since the seventies, there have been empirical data from the Nationals Study of Black College Students Project, their students, and colleagues. During this time, quantitative studies of retention and attrition have also done as well as theoretical models of college students' development, involvement and interaction, and significant comprehensive 20 year reviews of this body of literature.

Pascarella and Terenzini (1991) acknowledge that " the research methodologies have almost exclusively been quantitative and positivistic in their orientation" (p.32).

PURPOSE OF THE STUDY

Today, institutions *are* concerned with providing an adequate learning environment for all students. However, most institutions do not have a full understanding of what it takes to create that environment for an ethnic and culturally diverse student body. Several researchers have made the recommendation for further research using qualitative methods and naturalistic inquiry particularly when studying ethnic and culturally different students. I have taken this recommendation to gain a better understanding of what African American students say they experience on a predominantly white university campus.

This paper will share comments from a qualitative study related to the issues of African American students' level of adjustment in predominantly white institutions. A phenomenological approach and ethnomethodology provide the framework to focus on what African American students experience, and *how they interpret their experiences* in what they perceive as a hostile environment. Four initial concerns have driven this research: (1) How do Black students perceive their college experiences at a private, research university? Is the experience one that fosters or inhibits educational progress and persistence to graduation? (2) What is the importance of a pre-freshman summer bridge program (Summer Institute) on the decision to persist to graduation, as perceived by these African American students? What do the students see as the benefits of coming to college early? (3) What are some of the reasons, as perceived by these students, why African American students persist in predominantly white institutions? (4) Are there common themes among the students' experiences? If so, could these themes provide insights for developing interventions to increase the graduation rate of African American students?

The purpose for this study grew out of concern for the decreasing numbers of Black students graduating from four year predominantly white institutions in spite of increased enrollments of students from under-represented groups.

RELATED LITERATURE

Interaction in Higher Education

There is an abundance of studies, books, articles, and reviews of the literature on the topics of student recruitment, retention and interaction in higher education (Pascarella & Terenzini 1991 ; Tinto 1994) . Most researchers and practitioners agree there is a need for further in-depth inquiry into the experiences of the individual ethnic groups: African Americans, Hispanics, Native Americans, etc. Pascarella and Terenzini (1991} suggest that future theory-based research should consider indirect as well as direct effects: "We still strongly suspect that students' individual characteristics frequently mediate the impact of college; not all students benefit equally from the same experience" (p. 634).

Prior to when Tinto (1975) first postulated that a student's persistence was related to the degree to which a student was integrated into the college's social and academic communities, most studies were related to integration as a result of desegregation and the Civil Rights Movement. Parallel to the Tinto model (1975, 1987), however, were African American and other Black scholars, from many disciplines, studying reasons why Black children at all levels of education have difficulty learning, adjusting and staying in predominantly white institutions (Ogbu 1978 ; Blackwell 1981; Willie 1981; Astin 1982; Thomas 1984; Stikes 1984; Allen 1984; Asante & Noor Al-Deen 1984; Nettles, et al. 1985; Richardson & Bender, 1985).

Other theorists (Ajzen & Fishbein 1972, 1977; Bean, 1983; Bentler & Speckart 1979, 1981) contend that there is a strong relationship between attitudes, intentions and behavior and, how students manage a new (college) environment . More recently (Bean, 1990) put forth a model which looks at the external factors such as family encouragement, high school peers, community support, and how the strength of the students' background plays a significant role in affecting both attitudes and behavior. As well, scholars have begun to look at the consequence of *special treatment* of Black athletes in higher education

(Adler & Adler 1991). In the 1990s, several African American and other scholars of color have written articles and edited anthologies presenting the multiple and historical perspectives on issues effecting Blacks' interaction in higher education (Allen et al. 1991; Altbach & Lomotey 1991; Gibson & Ogbu 1991; Lang & Ford 1992; Willie, Garibaldi & Reed 1991).

Mow and Nettles (1990) recounts Pascarella's 1985 test of the Tinto (1975) model. In Pascarella's nine-year study of attrition among black and white students, he found similarities regarding the effects of background characteristics and their relationship to persistence in higher education. This study also showed significant, positive association of academic and social integration to persistence among both groups of students. Mow and Nettles (1990) make the point that "social integration was equally important to - perhaps even more important than - academic integration as an influence on ultimate degree completion for black students" (p. 84).

Fit and Identity

Referring to the theory of "institutional fit", discussed both by Astin (1975, 1982) and Cope and Hannah (1975), Astin (1982) found that minorities with the best chance of persistence had seven characteristics: (1) high entrance GPA and test scores; (2) well-developed study habits; (3) a high academic ability self esteem; (4) a relatively affluent and well-educated family background; (5) an integrated high school experience; (6) on campus living arrangements; and (7) no outside job. These findings were based on Astin's Cooperative Institutional Research Program (CIRP) survey data from students' first two years of undergraduate work. Data gathered from my students, who entered college in 1989 and graduated in 1993, helps us to develop a better understanding of how these characteristics play out in the four years to graduation.

Pascarella and Terenzini (1991) state that many student characteristics have been overlooked within the current framework of attrition model research. Weidman (1989) found that sociologically based persistence research places emphasis on the general socialization process in college rather than on the attributes of the individual undergoing socialization. He advocates for research that deals with the affective dimensions of undergraduate socialization; paying special

attention to "special student populations," e.g., women, minorities, and returning adults (Weidman, 1989).

There is also the area of psycho-social development of traditional college-aged students which suggest that there are natural developmental processes students go through (Chickering 1969; Cross 1978; Perry 1981). For the population of this study it will also be necessary to look at the literature on "Black Identity" and "coping skills" of minorities in a majority culture (Spencer, 1985; Fordam & Ogbu, 1986; Helms, 1986; Helms & Parham, 1992; Cross 1991).

Yonai, (1991), along with Pascarella and Terenzini (1991) and Nettles (1991), recommends further study of persistence of the various ethnic groups; giving more attention to the different groups of students and, for post-freshman students, to extend the data collection over the length of retention and/or persistence to graduation. It is important that the students' perspectives be investigated.

METHODOLOGY

Approaches

Phenomenological researchers attempt to understand the meaning of events and interactions of ordinary people in specific situations. According to Bogdan and Biklen (1982), "ethnomethodology ... refers to the study of how individuals create and understand their daily lives - their method of accomplishing everyday life" (p. 37). What I am trying to learn from Black students on a predominantly white campus is how do these particular students accomplish everyday life on campus? My interest is in generating theory from empirical data, as well as verifying or confirming pre-existing theory. I want to document the student voices and perspectives of campus life experiences. A grounded theory approach is one way to frame qualitative research.

Grounded theory is a process; "a general method of comparative analysis" (Glaser & Strauss 1967). Glaser and Strauss looked at grounded theory in a broader sense than did Robert Merton, one of the fathers of social science research. Merton (1949) considered that verifications found in the data served to modify existing theory or, because these verifications were unanticipated they came as a surprise to the researcher. Whereas Glaser and Strauss (1967) take the position

that one must make "an initial, systematic discovery of the theory from the data of social research"; they also believe that "generating grounded theory is a way of arriving at theory suited to its supposed uses." In sociology there are five interrelated jobs that theory must perform: (1) to facilitate prediction and explanation of behavior; (2) to assist the advance of theory in sociology; (3) to "be usable in practical applications" by researchers; (4) to provide a way to view data; and (5) "to guide and provide a style for research on particular behaviors" (p. 3).

Theory grounded in the data is so clearly related and stated so that it cannot usually be disputed or refuted. Opportunistic uses of theory are less likely to occur when theory is logically and inductively drawn from the date. "Grounded theory is derived from data and then illustrated by characteristic examples of data" (p. 5). The credibility comes from the data and the process of analysis.

Data Collection

Students for this study were chosen initially from African American students who began their college studies during the Summer of 1989 in the Summer Institute Program, using a "snowball sampling" whereby students were recommended to me by their peers. Other students were added using purposive selection from among students who had started in 1989 but had not had the pre-college experience. A total of 20 students were interviewed from October, 1991, through July,1993.

Chronologically, the student participants *should have b*een juniors during the 1991-92 school year when the interview began. Some were second semester sophomores; two were advanced seniors. Second interviews were conducted in the Spring and Summer of 1993, with two students being interviewed in New York City, following their graduation. Also interviewed were four administrators who worked with "minority" students in an academic support capacity. They provided institutional perspectives in relationship to the students.

Open-ended and in-depth interviews were used as the primary techniques for gathering the data. The open-ended nature of the questions allows the subjects to answer from their own frame of reference rather than from one structured by prearranged questions (Bogdan and Biklen 1982). Questions were asked about each year

separately, e.g., "Tell me about your experiences in your freshman year?"; "Now, tell me about your freshman year, academically?" "What was your social life like in your sophomore year?" "As you look back on your senior year, what stands out for you." More focused questions were asked during the second interviews with nine of the 20 students, and the four administrators. Supplementary data were gathered from official, historical documents and from students' pre-freshman journals written as part of the Summer Institute program.

During the second interviews, questions were still open-ended but were focused e.g. "Tell me about your interactions within your classrooms, with your roommate." "What did you mean when you said...?" "Talk a little more about..." Questions were posed to clarify and understand previous issues or areas brought up by the students. One focus was to better understand the interactions of African American students within their own reference group. Another was understanding the variety of interactions with students, faculty, administrators and staff who are, and are not, African American.

A total of 20 students have been interviewed: 18 were "Black" (of the African diaspora and/or bi-racial), two (2) were White (These two were part of the Summer Institute Program). Of the 18 Black students, ten (10) had participated in the Summer Institute 1989 pre-college program. The other eight (8) students did not have the pre-college experience but did enter in the Fall of 1989. Nine second interviews were conducted as time permitted in that last year.

Data Analysis

Data were coded as the tapes were transcribed to inform the on-going research. The "constant comparative" method was used in developing new codes as data became available from subsequent interviews. Where possible, transcripts were shared with participants to clarify content, intent, and interpretation. During all discussions of the data pseudonyms are used to disallow association or identification of any of the students participants. A qualitative analysis computer program, AQUAD, will be used to further synthesize the data.

SNIPITS OF THE DATA

Students were very candid in sharing their experiences. An advantage to being an older African American woman, a graduate student at the university, was that it allowed me to easily establish a rapport and conduct my interviews in a non-threatening atmosphere. Most interviews were conducted in quiet student areas of the Student Center or Library, during the afternoon or evening.

Some Concerns

Review of research on the college student (Pascarella & Terenzini 1991) has shown that students have many concerns which, although not classified as academic, do have a significant bearing on their ability to do their academic work. This study used open-ended questions like, "Tell me about your experience here in your freshman year," to obtain a variety of information about the things students have on their minds. For example JAY remembers:

> *You're trying to center yourself but you're a freshman. You really don't know. So, I could have done a lot more but.... It was basically being a social butterfly freshman year. Concentrated on hanging out, going out and that being a part of the group.*

JOHANNA, not being a partner, remembers:

> *I think a lot of things affect you academically that you wouldn't really expect to affect you. Like I went through this before in my freshman year...my roommates were white...and that affected me academically, because it wasn't like I was out all night partying.But it was like the pressure of the world was on me. I'm like, why am I surrounded by whiteness? I mean, I really had a problem with that. It was like they would go to bed at 11 o'clock. I'd be up studying and it was like, why do I have to study so hard? Why...and then [them] getting the 4.0's and they're in bed. Why is that? Then, you have to realize that some people have to study more than others. It's not that "Oh, I'm black, I'm stupid", or anything like that.*

And TIRAE put it like this:

> *I was the only black student, and I was female. I remember my TA saying to me, "You know if you need any help, just let me know. Don't hesitate to call me."*

She was pacifying me. So I was just like, okay, I'm going to show this woman. I was like, "You know maybe she is trying to be helpful - but at the same time she is really making me mad"..... I ended up getting an A in the course.

Difference

The data indicate that these African American students have many experiences in common, because of the Summer Institute (SI) program; because of their blackness; because of their daily experiences on a white campus. One student talks about the privilege of the SI, which made them feel special:

We had exchanged phone numbers (at a minority recruiting event),so I had been speaking with some people before I actually got here. So by the time I got to Summer Institute, I already had some friends. So by that time our building on had already started, already made friendships... Also, probably the best in my summer institute was a class called REM [college learning strategies taken by all SI students]...

She made us go to the library to learn how to use the library. Although the system has changed from the time I entered, I still know how to find things in the library. A lot of students don't know how to use the library. I think that was probably one of the greatest things I learned in the summer institute because I was just walking in doing what I had to do and I was out whereas most people had to ask the librarian who had to take a lot of time to help you.

Also, however, their experiences and perspectives differ according to their socioeconomic status (SES) and family educational backgrounds. College students want to fit in, in some way that is comfortable to them. Several of these students talked about groups, sororities, fraternities and other informal cliques or groups where they found comfort. JAY talked about how students make choices. He believes:

Basically, it's a part of your environment. It's a part of your culture. And I do believe this firmly, that the way you are raised, who you are raised with defines your mentality; defines your....your ideas and your beliefs. Not color [Jay is bi-racial and could "pass" for white]. Some people ask me why I didn't join a white fraternity, why did I join a

black fraternity? Because, they had more of the things that I believe in. So, the community that I believe in, you know. I believe in an African American community. So I will support that. And there are just certain things you feel at ease with. Like African Americans who join a white fraternity, they join it because that's who they hung around with, that's who they feel comfortable with.

JOHANNA is Black, but not American:

I think about it (being perceived as an African American), but I mean it's not..... I am a Black woman.....and that's another thing, the terminology, you know, should we use this, should we use that. I mean, I don't get offended if people call me African-American at all because, you know, to me it's just another term for Black. It (the fact of not being African American) affects a lot....I think I feel other things differently and more universally. I think, especially since my parents are the West Indian, but I wasn't born in the West Indies or raised in the West Indies. I was born in England, so I just had all these different perspectives on a lot of things.

And CELESTE comes from a large family with stated educational goals for the children:

I have two families. In my mother's family there's only three of us. In my father's family there's eleven of us. Education was stressed, for everybody! ...I was always good academically just by the way I was brought up in my family. Academics were always expected in my family...

The category *African American* is used by institutions as a catch-all phrase for persons of color who do not have distinctive *international* features or language. As is the case in the larger society, however, the African American students come from all different social, economic backgrounds and ethnic combinations. *Black* students also come in all different shades of brown from the very light *passing* color of mixed lineage, to the *rich dark black* of full African descent.

As well as these aforementioned differences, these students come from different parts of the country and different types of locations: rural, urban, suburban.

YOCLEE speaks on these differences with some examples:

I know many of (the other Black students), and I know

that we have....(the ones that I have come in contact with), we have different views about different things. I guess because of our back..our different backgrounds.

These realities surface as issues which students have to deal with every day YOCLEE continues:

For example how...we can use things, like how we cook some of the things that we eat. Living in a projects, we're used to going down to the corner store where there is a Chinese restaurant and buy food instead of cooking.... Whereas, she's come from a home where there was etiquette, for example where people..they sat at the table and ate. And they kept their elbows off the table and they....you know. Things like that, where we get a piece of chicken, put it in our hands and go to town. (laughter) You know and she sits. She cuts her chicken with knives and... And it was a problem for her because, you know. She sort of labeled us as savages or something.

It was these differences among the African American students on campus, the subtle and not so subtle racism, and choice of friends and organizations which surface as problematic for these students. The subtle racism was a daily occurrence mentioned by most students.

It is like culture shock every day. You are used to it, but it is culture shock every day. You live in your room and everything in there represents you, or it should represent you. That represents me, everything in there. Then I walk outside and it is a whole different story. It is kind of like being on a video game. Because you are walking outside and you see all of these things and you are ducking and dodging this and you are ducking and dodging that, and you are trying to avoid this stuff going on over here in the corner. So your only outlet becomes what you do in your spare time.

as TIRE sums it up:

But that is the way it is. It is rough. People get stressed. I am talking about stress just being on this campus, just dealing with the every day nonsense. It is actually . . . so common that you actually forget things like the racism every day. The people.. you know.., the girl sitting next to you in class and you go to ask her a question and she

turns her head as if she doesn't see you. And the professor that doesn't want to call on you even though there are only two people with their hands up and things like that. You just get so tired of it day in and day out. It wears on you.

A thoughtful reflection by JOHANNA is appropriate here: "I think a lot of things affect you academically that you wouldn't really expect to affect you."

EMERGING THEMES

In the early stages of analysis, three major areas surfaced into which student remarks and concerns could be categorized: **identity development** (and how it gets sorted out), **social interactions, and academic interactions.** Recurrent themes within these broader categories provided starting points for my current investigation.

Identity Development - Black identity was an issue for each student either on an individual and group level. It was interesting to note the language that students used to talk about themselves and non-black friends and family. Students used the terms Black and African American interchangeably. *"African American"* was always used when speaking about an individual student, however, *Black* was used when talking about a group action. They were conscious about using "correct" terms (e.g. European, Korean, American, African, Cambodian) when speaking of an individual.

Identity ("who I am" and "where I belong") came up in students' definitions of self, in relation to other students within-group, within-gender, with other groups. There was also the issue of labeling and being labeled, who's doing the labeling, as well as, stereotypes maintained by society and often held by the students before they came to campus. Differences of family background, role models, and family economics among African Americans were as or more problematic for these students as the differences between White and African American students. Students struggled individually with their grades, their place on this campus, their responsibility to home.

The period most commonly intense for these students was the second semester sophomore year through the first semester junior year.

The struggle with who I am and why am I here was apparent for most students. Most recent literature from Cross, W.E. Jr. (1991); Helms, J.E. and Parham, T.A. (1992); King, J.E., (in press) and Hollins, E.R. (in press) provide rethinking of previous theoretical literature on identity and Black consciousness.

Social Interaction - Socializing with and in the African American reference group was surprising for many of these students. The social activities: dances, cultural gatherings sponsored by Black organizations, membership and participation in groups and, working with the "community service projects," were the most important part of each of these students first two years on campus. The affects of relationships: "friends," different living arrangements (locations and roommates), as well as, "what's acceptable or not acceptable" socializing to African American students (re: race and interracial, where to hang-out, drinking, segregation) were reflected, according to the students, in how they "were able to handle everything else" (KASEY, I#1) about being on this predominantly white campus.

However, the overwhelming number of "majority" students was a "culture shock" to most African American students coming back in the Fall after that first summer institute. The subtle but constant racism was the condition that these students resented most.

The cohort of students I interviewed had been able to form lasting friendships during the pre-college summer institute among the Black choir, student organizations, or the community families and churches. Support groups as safe havens, formed in the first two or three semesters, grew more important as the years continued.

Analysis of the early data indicates a trend of "self assessment" (looking at their social and academic progress) at some time between the second semester sophomore and first semester junior year, where the students "came to terms" with themselves, their goals, achievement and persistence strategies.

Academic Interaction - Giving the students the opportunity to talk about what was important to them, using the open-ended questions, did not furnish much data on the experiences in the academic arena of campus life. Yes, there were a few comments about being the only African American in a classroom and several of the students spoke

of the feeling of being ignored when they raised their hands in class. It was only on the second interviews that, because I used more specific questions (such as, "Tell me about what it was like being in your classes?" or "Is there a particular interaction with a faculty member that comes to mind, tell me about it?"), I got some specific data about interactions with students in the classroom, with teaching assistants, and faculty. It is the students' perception that getting through college and interacting with faculty are more difficult for students of color than for students of the majority culture.

Some students mentioned critical incidence in class (which are quite lengthy) and/or with faculty. There was a mixture of remarks, positive and not so positive: *"the faculty don't really interact with you" or, "Anyway, they think we can't do the work." We always have to work harder."* All of the students interviewed mentioned racism and having been affected by it either in a classroom, an administrative office, or an incident with students on campus. Analysis of the balance of the data is ongoing and will be completed this Fall. Findings and implications for further study and suggestions for practice will be prepared for presentation early in 1995.

END NOTES

These Black scholars presented their studies in journal articles and books from many disciplines: social science, sociology, family studies, Negro education, psychology and social work. (Allen, 1982, 1985, 1986; Astin, 1992; Blackwell, 1982; Braddock & Dawkins, 1981; Cross, 1981; Fleming, 1984; Hall, Mays, & Allen, 1984; Morris, 1979; Nettles et al., 1985; Smith & Allen, 1984; Thomas, 1981, 1984).

Some of the major studies during that time were Astin (1977, 1982), Bean (1983, 1984), Spady (1970), and Tinto (1975).

The reviews of the literature were comprehensive and very reflective of each period and the empirical studies which had been presented (Ajzen, & Fishbein, 1977; Feldman & Newcomb, 1969; Mow & Nettles, 1990; Pascarella & Terenzini, 1991, Sedlachek, 1987).

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Mentoring Across Culture in Teacher Education: A Cross-Cultural Perspective For Retaining Minority Students in Teacher Education

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Many educators are involved in the very inspiring work of recruiting minorities into teacher education. However, most of us also recognize that even though we are devoted to these efforts, we will only succeed if we are able to retain and graduate the minority students recruited to the various teacher education programs across the nation. This paper will examine the role of mentoring from a leadership perspective of teacher education faculty in retaining and graduating minority students and provide strategies for successful implementation.

It is well documented in the literature that one supportive and caring adult can make a qualitative difference in a young person's life or career. Increasing minority student recruitment, retention and graduation in teacher education continues to be a concern in schools, colleges and departments of education across the country. Numerous research studies suggest the need for greater cultural diversity in the teaching and administrative ranks in the public schools. Despite the need for minority teachers and the good intentions on the part of universities to increase the numbers over the past decade, there is increasingly significant underrepresentation.

Mentoring Defined

Mentoring can be a difficult concept to define, as many words are used to describe this concept. Some authors describe the mentor as teacher, tutor, advocate, guide, counselor, confidant, and role model, to mention a few. Poldre (1994) suggests that the literature shows a lack of consensus on the definition of mentoring and this results in difficulties with the evaluation of such programs. Freedman and Jaffe (1993) suggest that mentoring is threatening to become a buzzword without meaning.

Murray (1991) defined mentoring as a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow

and develop specific competencies. Levinson (1978), in describing the mentoring role, wrote:

> The mentor relationship is one of the most complex, and developmentally important, a man can have in early adulthood. . . No word currently in use is adequate to convey the nature of the relationship we have in mind here. Words such as "counselor" or "guru" suggest the more subtle meanings, but they have other connotations that would be misleading. The term "mentor" is generally used in a much narrower sense, to mean teacher, advisor or sponsor. As we use the term, it means all these things and more... Mentoring is defined not in terms of formal roles, but in terms of the character of the relationship of the functions it serves. (pp. 97-98)

Lester and Johnson (1981) defined mentoring as "a one-to-one relationship between an older and a younger person that is based upon modeling behavior and extended dialogue between them. What seems to confirm a mentoring relationship is its informal dimensions." Yoder (1990) defined mentoring as relationships "a senior person (by age or experience) undertakes to provide information, advice, and emotional support for a junior person; the relationship exists for an extended period, and has substantial emotional commitment by both parties. The mentor uses formal and informal means to further the career of the protégé."

According to Murray (1991), there are many historical examples of mentoring. Murray suggests that perhaps the most famous is by Homer in The Odyssey, whereby Odysseus leaves for the battle of Troy and appoints Mentor to act as teacher, advisor, friend and surrogate father to Telemachus, his son. According to Murray, the Greeks based these relationships on the principle of survival, i.e., human beings learn skills, values, etc. from people they admire.

Allen-Sommerville (1994) cites another historical example of mentoring involving George Washington Carver, who was born a slave and later became a famous scientist. Carver was a cross-cultural mentor. He mentored a young white man, Henry A. Wallace, who later became U. S. Secretary of Agriculture and Vice President of the United States. Wallace credited Carver with deepening his appreciation of plants in a way he could never forget.

Murray (1991) states that since the mid-1970s a great deal of attention has been paid to mentoring relationships in the business world, and as companies grow larger and more impersonal, the need for person-to-person mentoring grows. Although most of the research on mentoring has been conducted in business and industry, the findings demonstrate that employees with mentors are more productive and are promoted more quickly than employees without mentors.

Phillips-Jones (1982) believe that mentors provide support in a number of ways:

a. provide emotional support and encouragement
b. benefit from the mentor's knowledge
c. help the student adapt to the political environment of the university
d. provide the student with an advocate willing to speak on his or her behalf
e. bolster confidence through trust in the relationship
f. provide a successful role model to emulate.

According to Cusanovic and Gilliland (1991), mentoring is considered so important in graduate education that, not only is it essential, it may be the heart of graduate education. Blackwell (1984) maintains that African American graduate students do not commonly experience the mentoring process in higher education. Fierson, Hargrove and Lewis (1994) reported that black students with black mentors or female mentors in undergraduate summer research programs have more positive perceptions and attitudes toward research and the research environment than those with white male mentors. They imply that it may be more advantageous to assign African American students to a white female when there is a choice between a white female and a white male.

However, as we are all aware in academy, there is a dearth of minority faculty members at predominantly white institutions who can act as mentors for young students. Therefore, one of the few options for minorities is to try to cultivate a cross-cultural mentoring relationship with the majority white faculty members.

Factors to Consider in Cross-cultural Mentoring

Alleman (1986) found no significant differences in perceived career benefit from a relationship with black or white mentors. However, Brinson and Kottler (1993) believe that cross-cultural relationships between mentor and protégé is a "distinct challenge."

Brinson and Kottler (1993) report that the issue of trust is important because minorities have been conditioned to approach many whites with a degree of caution because of the negative historical relationship between the groups. They point out that developing trust may be difficult but not impossible when the mentor and protégé acknowledge that different cultural perspectives can be a barrier or can enrich the relationship.

According to Blackwell (1989) "mentors tend to select as protégés persons who are of the same gender and who share with themselves a number of social and cultural attributes or background characteristics such as race, ethnicity, religion and social class." The tendency to select same-sex and ethnicity protégés is problematic because minorities are so underrepresented among university faculty. While it is acknowledged that both mentor and protégé can benefit from the mentoring process, this role has been largely restricted to white males. If minorities are going to ever increase in numbers in teacher education and become successful, white faculty members will have to accept some of the responsibility for serving as their mentors.

Hall and Allen (1983) have reported that African American students have ambivalent and sometimes negative perceptions of support received from faculty at predominantly white universities. Managing the relationship between mentor and protégé because of power issues is also a major concern to minorities. Many minority students may believe that white faculty members see them as second-rate students who are incompetent and consciously or unconsciously relate to them that way.

Culture is also a variable which can be difficult for the mentor and protégé to understand and manage. Because of culture, misunderstandings can be common and both the mentor and protégé can overreact and perceive insensitivity. Interacting with people who are different takes more time and energy when they do not share a common

experience. It is also probably easier for most of us to relate to and make contact with people who are like us than those who are not, and one of the most difficult problems for the minority protégé is finding a person, especially a majority person, with whom to develop a relationship. The majority mentor must understand that being aware of cultural and ethnic differences does not mean expecting "less" or "more" of the minority protégé.

Murray (1991) suggests that a number of other problems might occur for the mentoring pair. These problems include personality clashes, mentor possessiveness, a protégé that is too ambitious, jealousy, favoritism, skepticism and a perception that the protégé's needs are not being met, to mention a few. These may be common problems of all mentoring relationships but they may become exacerbated when mentoring across culture.

Needs of Minority Students from Cross-cultural Mentors

Brinson and Kottler (1993) makes reference to the specific needs for mentoring minority faculty by majority faculty members. I believe that these needs also apply to minority undergraduate or graduate students involved in the mentoring process. They suggest in a cross-cultural mentoring relationship that protégés must believe that: a) mentors have a genuine concern for their personal welfare; b) mentors have the expertise, position, and inclination to be helpful in professional development; c) mentors are culturally sensitive and have taken time to learn about the protégé's ethnic heritage; and d) mentors are appreciative of the protégé's individual differences within his or her culture. They also suggest that it is crucial to understand and appreciate the protégé's individuality and not generalize views regarding race and ethnicity.

What Can I Do as a Cross-cultural Mentor?

To many educators mentoring is a professional responsibility, part of the job. There are numerous things that cross-cultural mentors can do to enhance the mentoring process.

1. Become an advocate for increasing the number of minorities in teacher education. Support recruitment efforts actively by going to and participating in minority recruitment fairs and advocate during faculty meetings.

2. Be a role model for other faculty. Reach out to ethnic minority students. Very often they feel isolated and lonely, so do not be afraid to approach these students and do what you can to help them succeed.
3. Make cross-cultural mentoring a part of the professional development training faculty receives on a yearly basis. Attend conferences and workshop sessions on this subject to develop more expertise.
4. Learn more about racial/cultural/gender differences. Attend workshops, lectures, campus events, seminars and other community programs to become more familiar with multicultural issues.
5. Do not become an "arm's length mentor." Some faculty engage in friendly, positive behavior toward people who are racially and ethnically different, but hold those same people at "arm's length" in other situations. Brislin (1981) would refer to this as "arm's length prejudice." He states that people who harbor arm's length prejudice will act in a friendly, positive manner, but for more intimate behaviors,e.g., informal dinners at someone's home or relations between neighbors -- people will interact in a tense, sometimes hostile manner.
6. Learn from and develop rapport with minority faculty members. They can become great resources when mentoring becomes problematic for a majority mentor.

Responsibilities of the Protégé

As we are well aware it takes both mentor and protégé to make the mentoring process work successfully. The protégé also shares in the responsibility for the quality of the relationship. The more active the protégé is in efforts to recruit a mentor, the more likely they are to be successful. The minority student should take a proactive rather than a passive role in this context. It is also important to remember that not only is a protégé a recipient of assistance from the mentor, this is a comprehensive effort which requires mutual participation. Some recommendations for minority protégés include:

1. Seize the opportunity to recruit your own mentor. Don't wait for them to make the first move.
2. Be genuine in the mentoring relationship and cooperate with your mentor.

3. In a diplomatic way, teach your mentor about your cultural heritage.
4. Establish good rapport with the mentor in a deliberate fashion.
5. Take responsibility for your own development. Be assertive but diplomatic.
6. Be careful when selecting a mentor. Choose someone who has the time and willingness to be helpful.

Conclusion

Allen-Sommerville (1994) pointed out that "George Washington Carver learned and inspired others to learn, regardless of their ethnic and cultural identities." Carver should serve as a model to other mentors and prospective mentors to provide the very best opportunity for others to learn. As stated earlier, action on the part of the student, mentor, and the institution is needed for the mentoring process to be successful.

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A Synopsis of the African American Student Medical College Mentorship Program Model

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Statements of Rationale and Purpose

By the year 2000, at least one third of the nation's population and available work force will be comprised mainly of people of color. Moreover, the most rapidly growing employment fields creating the greatest number of jobs for the changing population are the technological and health sciences fields, and specifically the medical field. These fields require a college and graduate education. Despite the change in the nation's demographics and employment opportunities, black high school graduates who could pursue careers in these fields do not choose to continue their education past high school. Between the years 1976 and 1988, the percentage of black high school graduates aged 18-24 continuing on to undergraduate school decreased from 33.4% to 28.1%, respectively. The unavailability of black college graduates has created a limited supply of black physicians. The percentage rate of black medical school graduates declined from 5.3% in 1988 to 5.0% in 1989. From 1988 to 1990, the enrollment of black medical students in medical schools has increased a mere 6.0% from 6.3%.

This mentorship program addresses the need for a collaborative venture between a secondary school, a university and a medical college for attracting African Americans to the medical profession. The purpose for the mentorship program is to provide academic and enrichment services for exceptional high school, undergraduate and medical college students who plan to become physicians.

Description of the Mentorship Program

The Mentorship Program consists of three components: High School Science Awareness, pre-medical College Outreach and the Medical Student Enhancement. These components are designed to provide individual as well as group mentoring to high school, undergraduate and pre-medical school students.

The High School Science Awareness component is for a select group of African American secondary students who show exceptional promise in science and mathematics. These students will receive academic support and cultural exposure that will encourage them to attend college and major in biology with a concentration in pre-medicine. "Pre-med" college undergraduates will mentor these secondary level students from the partnership high school. Each college student is assigned a high school student to tutor once a week at a designated time in the school building.

In order to expose the high school pupils to aspects of college life, each pre-med student will escort his assigned student to pre-planned athletic and cultural activities held on the undergraduate college campus. Parents are responsible for delivering and picking up their youngsters from on-campus activities.

College preparation workshops should be planned during the year to inform prospective college students about matters pertaining to applying for college admission. In addition, a schedule of athletic, cultural and college preparation activities should be shared with all participants at the end of the fall semester.

The pre-medical College Outreach component is designed to expose undergraduate pre-med students to special lectures, seminars, and summer enrichment activities in preparation for medical school. These students must show exceptional promise as medical students.

The pre-medical students will be mentored by first and second year medical students. Once a semester, these under-graduate students will spend three days shadowing their mentors to classes and hospital rounds. Also, pre-med students will attend a special medical school entrance examination seminar session with their mentors.

The Medical Student Enhancement component is designed to provide African American medical students with academic and social support to survive medical college rigor. Group study sessions and academic assistance are provided as necessary.

Each medical student is mentored by a resident or veteran physician. The mentors meet regularly to discuss medical school performance and to attend networking functions as time permits.

Mentors and mentees may attend a regional or national medical profession conference.

Description of Mentorship Staff

A high school assistant principal or designee serves as high school coordinator. The high school coordinator is responsible for assisting the university coordinator with planning and scheduling activities for the participants. The high school coordinator supervises the weekly tutoring sessions and monitors the mentees and mentors.

A department of biology chairperson or designee functions as the university coordinator. The university coordinator plans with the high school and medical college coordinators all tutoring and extracurricular activities. The university coordinator makes all arrangements for on-campus activities for the high school and pre-medical participants. Both coordinators attend planned workshops and extracurricular activities with the high school, undergraduate school and medical college students.

A faculty member or an academic administrator can serve as the medical college coordinator. This individual plans all on- and off-campus academic and enrichment activities for the pre-medical and medical students. The medical college coordinator is also responsible for identifying mentors for a core of African American medical students who will, in turn, mentor the pre-medical students.

Responsibilities

High School

The high school coordinator identifies above-average and exceptional students who have interest in science, mathematics and/or medicine careers. The high school coordinator insures that all tutees attend weekly tutoring sessions, and informs parents of all scheduled activities requiring parental consent and participation. The high school coordinator plans the use of building space for tutoring as well as other related on-site functions.

At the end of the academic year, high school, undergraduate and medical college students will attend a one-day bonding seminar at the medical college campus.

University Coordinator

The university coordinator solicits volunteers to serve as mentors to the high school participants. This individual will make arrangements for participants to attend on-campus activities free of charge. Pre-medical students are responsible for providing their own transportation to and from once-a-week tutoring sessions at the high school. The coordinator plans campus space for holding workshops, seminars and summer enrichment activities.

Medical College Coordinator

The medical college coordinator identifies students to function as mentors to pre-med participants, and physicians to mentor medical college participants. S/He plans activities with the university coordinator and medical college mentors. In addition, this individual organizes academic and social support services on- and off-campus.

Parent

Parents of high school participants are expected to support their youngsters while participating in the program. Secondary school level students can only participate upon parental consent. Parents must provide transportation for on- and off-campus activities.

Mentors

1. Provide weekly academic tutoring to assigned high students and organize study groups.
2. Maintain positive role model relations with mentees.
3. Serve as good listeners and advisors when appropriate.
4. Escort mentees to pre-planned on- and off-campus activities and functions.

Mentees

1. Bring assignments to tutoring sessions and maintain weekly attendance at sessions.
2. Show respect and courtesy to mentors
3. Become active participants in educational/medical mentorship program.
4. Attend pre-planned events and activities.
5. Demonstrate a willingness to maintain passing grades in all subjects.

6. Begin considering career options.

Program Evaluation

This mentorship program should be evaluated annually to assess its effectiveness. Qualitative feedback can be collected from parents, participants, coordinators, mentors and high school, university and college administrators. Program adjustments should be made as result of input.

Recruitment of Minorities in Adult Education: Strategies for A Changing World

Khadijah Matin
SUNY Booklyn EOC

One of the most dynamic areas in education today is the field of Adult Education. In many instances, the programs are targeted towards preparing the current work force, as this nation makes the changes that are necessary and appropriate for the 21st century. As previous achievements are challenged, and as the cultural make up and economy of each state changes, educators are challenged as never before.

The changes mean that as project directors, deans, and administrators, we have to learn new skills as salespersons, recruiters and planners. We have to make a concerted effort not to develop programs within a vacuum. We must look at how each component of the learning environment affects the other. The changes mean we have to expand our network of qualified personnel in order to remain relevant and competitive. I will discuss, within the environment of an adult/vocational education institution, some strategies that have been helpful in meeting program goals and that may also be applied to the higher education community. As more and more institutions use adjuncts and per diem personnel and operate within funding constraints, there is a need to consider diverse methods of administration.

The focus of this presentation is to describe the planning, recruitment and retention strategies utilized within the Bridge Program at the SUNY Brooklyn Educational Opportunity Center. The purposeful development of an adjunct pool of professionals and entrepreneurs working in the particular course areas has led to more dynamic curricula and increased student retention and performance rates.

1. Program Design and Philosophy:

Needless to say, the underlying philosophy of a program greatly determines the design and direction. What we often don't realize is that this also affects the type of reputation the institution has in the broader community, and the type of professionals that may be interested in working for you. So, you need to ask yourself: What do I see to be the purpose of this program? What goals and examples need to be presented to the students? Within what time and fiscal constraints do I

have to operate and how do I tie all of this in to the academic and vocational standards of my program?

The clarification of these aspects allows you the freedom to "talk up" the opportunity for someone to not only attend the school, but consider working there as a good career move. This clarity helps to develop a recruitment plan with a primary reference to adjuncts and counselors. This increases community awareness and allows for the word–of–mouth mechanism to kick in.

If you're vague about your program philosophy or constantly experience reorganizations the message goes out that it is not a solid place to work. And in very basic terms, not a fun place to be. Clarity creates an excitement and generates the old fashioned concept of team–playing.

Clarity also leads to solid and consistent curriculum development. Ever mindful of enrollment and placement quotas, the courses and programs you offer have to be reflective of career and market trends. Clarity as to the "why" then allows for flexibility in the "how" and allows for relevant adult education. This leads me to the critical area of networking.

2. Networking:

We talk of continuous learning; I propose as administrators we think of continuous or fluid staff. Now that you have developed a creative curriculum, to whom will you entrust the responsibility of delivery? Employment markets change so rapidly that in order to stay relevant, administrators have to look outside of the so-called traditional education community and recruit professionals with relevant qualifications, even if they don't teach on a regular basis.

Acting as a mentor, you can bring in the person that can provide state-of-the art information. By providing staff development modules you increase the number of men and women looking to work in the dynamic world of teaching (and I do mean that!). Staff development improves staff retention rates as well. With time and patience, you create the cooperative environment that enables the institution or program to provide the quality education the students are entitled to and expect to receive. This method of networking/recruitment responds to your constituents' needs and to the needs of your funding sources'

demands. This method also clearly demonstrates to the adult student the concept of continuous learning or multi-careers, e.g., the independent accountant who teaches Lotus offers not only the technical know-how but also has the skills needed to compete in today's job market. The student sees the dual-career as a practical option.

The second phase of networking includes outreach and marketing. Building upon solid and innovative programs you will then be able to reach a broader market. In many instances the community organizations and agencies that you contact for personnel will in turn refer students to your program. This dual-purpose marketing strategy proves to be not only productive in terms of numbers and awareness, but also proves to be cost-effective. The administrator should plan visits to various agencies and organizations on a periodic basis and each time you are developing new program modules.

As relationships with other organizations begin to grow, consider the possibility of developing cooperative programs. This strategy will expand the service-base and again make your school and the opportunity of teaching known to a greater group of professionals. Finally, and most importantly, plan consistent follow-up: stay in touch through calls, mailings, flyers and brochures. Demonstrate how good it is to be at the "xyz" school.

3. Know the Administrative Systems:

Hiring and payroll procedures: With a good product line, you're apt to attract the better teachers. To keep them you must consider the importance of the following: Become familiar with the personnel and new-hiring practices; remember payroll schedules and submission dates to ensure that all payroll reports are accurate and submitted in a timely manner.

As you do this, and develop a reputation of paying on time, you will soon learn that you don't have to look hard for good teachers. They will seek you out! This also demonstrates to your staff that you value their contribution to the learning process and they reciprocate by consistent levels of delivery.

Continuous recruitment: As a project director or administrator you should: Interview potential staff on a regular basis, not just when you have a course offering; maintain an active "pool" to avoid the

madness when you have to hire someone as a replacement or unexpected offering; endeavor to meet all personnel guidelines. This keeps the administrative process working smoothly and contributes to better working and learning environments. (Translate: teachers happy...they stay...students happy...they finish!)

4. Style of Leadership:

Building on the model often exhibited by entrepreneurs, as a project director consider your recruitment strategies as sales projections:

1. build your customer base (pool for instructors and sources to recruit students on a regular basis);
2. learn, as an administrator, to communicate in a variety of styles.

In considering the conference theme of recruitment of minorities in higher education, we must remember that if the students are to even want to attend our institutions we must continually examine our methods of planning, recruitment, and program development along with the physical environment.

Professionals in the various fields can be one of the most valuable assets we have to draw upon, when working within bottom-line budget constraints. How to get the most for your dollar also means making your school a great place to work. As more programs consider adjuncts and per diem personnel, we have to develop the type of environment that will make them want to adjust their work schedules to include the 8 or 12 hours a week that you have to offer. Working with a style of leadership that is both sales oriented and educationally current should generate the partnerships you need to meet those positive program outcomes of high student enrollment, good persistence rates and low staff turnover.

Minority Involvement in the Teaching Profession in South Georgia

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INTRODUCTION

> In the following pages I offer nothing more than simple facts, plain arguments and common sense; and have no other preliminaries to settle with the reader, other than that he will divest himself of prejudice and prepossession, and suffer his reason and his feelings to determine for themselves; that he will put on, or rather that he will not put off, the true character of a man, and generously enlarge his views beyond the present day.
> --Thomas Paine, Common Sense, 1776

Nearly 400 years after the first African planted his feet on America's shores at Jamestown -- and 41 years after the Supreme Court declared "Separate educational facilities are inherently unequal" -- and 30 years after the Civil Rights Act was signed into law -- Americans are still preoccupied with race (the grouping of persons based upon skin color). This incessant preoccupation with race continues to divide this great nation to the point where two distinct societies seem to be forming -- one black and one white with both being unequal. Morganthau (1995) states it in this manner: "Race divides us, defines us and in a curious way unites us -- if only because we still think it matters." (p. 63)

As a result of this continuing penchant toward the separation of races based upon skin color, racism still remains as the dominant force in all things that matter within education, especially in the formulation and implementation of educational policies and personnel practices. Consequently, with racism still remaining the dominant force throughout the larger society, it is only logical to assume that racism has not only inundated the public school systems comprising the Valdosta State University (VSU) service area, but has also deeply embedded itself in the social fabric and political processes of all predominantly white institutions of higher education. Therefore, the purposes of this study are fivefold:

1) To establish a definitive database from which to develop a profile of the teaching profession in the VSU service area;
2) To determine how important it is to increase the

number of minorities in the teaching profession in South Georgia;
3) To validate recommended strategies that may be used to increase the number of minorities entering into, and/or remaining in the teaching profession;
4) To determine certificated personnel's perceptions of their colleagues according to race and gender; and
5) To determine certificated personnel's perceptions of barriers that tend to discourage minorities from entering into the teaching profession.

This research project was initiated by conducting a data collection expedition designed to acquire accurate numbers of certificated staff according to race and gender in the 1989-1990 school year within each of the 46 public school systems comprising the VSU service area (since this project was started in 1989, the number of public school systems has been reduced to 44 because two of the independent districts merged with county systems).

Two 10% stratified random samples of certificated personnel were selected from each of the 46 public school systems to create a sample size of 1,008 respondents that provided a confidence interval limit of +4.9% in terms of being able to generalize the findings to a total population of 10,041 certificated personnel. Questionnaires were sent to respondents comprising the stratified random sample. Out of a sample size of 1008, 576 respondents completed and returned questionnaires for statistical analysis.

Table 1
Numbers, Percentages, and Sample Sizes of Certificated Personnel in Each Region Comprising the VSU Service Area

(1)	(2)	(3)	(4)	(5)	(6)	(7)
Eastern Region Number 1						
2071	1698	373	81.9	18.0	171	38
Northwestern Region Number 2						
2219	1291	928	58.1	41.8	129	93
Southwestern Region Number 3						
2119	1715	404	80.9	19.0	143	38
Lower-Middle Region Number 4						
1973	1600	373	81.0	18.9	161	38

Eastern Region Number 5
1971 1692 280 85.8 14.1 169 28
VSU Service Area Totals:
10041 7726 2316 77.2 22.7 773 235
RESEARCH PROJECT POPULATION = 10041
PROJECT SAMPLE SIZE = 1008
INSTRUMENTS RETURNED = 576 (57%)

Legend:
(l)=Numbers of certificated personnel in each Region
(2)=Numbers of Non-Minority certificated personnel
(3)=Numbers of Minority certificated personnel
(4)=Percentages of Non-Minority certificated personnel
(5)=Percentages of Minority certificated personnel
(6)=Sample sizes of Non-Minority certificated personnel
(7)=Sample sizes of Minority certificated personnel

Table 1 contains Non-Minority and Minority numbers, percentages, and sample sizes of certificated personnel by regions. Additionally, each region is computed in terms of numbers in all columns except four (4) and five (5) which are computed in terms of percentages. The population for this research project is 10,041 (see the bottom of Table 1) with a sample size of 1,008 (which is 10% of the total population) that was randomly selected by computer using a stratified selection process based upon separate listings of Non-Minority and Minority certificated personnel in each of the 45 participating public school systems.

Table 2
Respondents Who Considered Leaving the Teaching Profession

Category	Total	N-MM	N-MF	MM	MF
Base	552	106	339	24	78
	%	%	%	%	%
Yes, Seriously Considered	21.0	29.2	19.2	20.8	17.9
Yes, Considered	48.6	44.3	48.7	45.8	55.1
No, Not Cons.	28.0	24.5	29.8	25.0	25.6

Legend: N-MM=Non-Minority Male, N-MF=Non-Minority, Female. MM=Minority Male, and MF=Minority,Female.

Table 2 contains the responses of respondents who considered leaving the teaching profession at some point during their careers. Of the 552 respondents who responded to "Yes, seriously considered," and "Yes, considered," 69.6% had given consideration to leaving the profession at some point during their teaching careers. With this high percentage of respondents even thinking about leaving the profession indicates that there could be valid reasons for considering such a move.

Table 3
The Top Five (5) Things That Made Respondents Consider Leaving the Teaching Profession

Category	Total	N-MM1	N-MF2	MM3	MF4
Base	552	106	339	24	78
	%	%	%	%	%
Salary	48.1	59.4	42.5	62.5	55.1
Emotional Effects	09.4	05.7	12.1	0.0	02.6
Admin. Related	06.4	06.6	07.4	08.3	03.8
Working Conditions	02.6	01.9	02.9	04.2	01.3
Other	01.9	0.9	01.8	25.0	26.9

Legend: 1=Non-Minority Male,
2=Non-Minority Female,
3=Minority Male,
4=Minority Female.

Table 3 contains the top five (5) things that made respondents consider leaving the teaching profession. Out of a total of 552 respondents, 48.1 chose "Salary" as the number one (1) reason for considering to leave the teaching profession. "Emotional Effects," "Administrative Related," "Working Conditions," and "Other," fell a distant second, third, fourth, and fifth with percentages ranging from 09.4% to 01.9%.

Table 4
The Top Ten (10) Things That Made Respondents Remain in the Teaching Profession

Category Base	Total 555 %	N-MM1 106 %	N-MF2 339 %	MM3 24 %	MF4 78 %
Job Benefits	18.6	15.1	20.9	04.2	23.1
Salary	16.0	14.2	18.9	12.5	06.4
Student Related	13.2	14.2	11.2	12.5	16.7
Co-teachers(Peers)	10.1	09.4	10.6	04.2	07.7
Years Invested	07.8	10.4	04.7	25.0	14.1
Working Conditions	06.9	05.7	05.0	20.8	11.5
Admin. Related	06.6	09.4	05.3	16.7	05.1
Emotional Effects	06.3	05.7	08.3	0.0	02.6
Lack other Opport.	04.2	05.7	04.7	0.0	01.3
Job Satisfaction	03.8	04.7	04.1	04.2	01.3

Legend:
1 = Non-Minority Male
2 = Non-Minority Female
3 = Minority Male
4 = Minority Female

Table 4 contains the top ten things that made respondents remain in the teaching profession. Out of a total of 555 respondents, "Job Benefits" at 18.6%, "Salary" at 16.0%, "Student Related" at 13.2%, and "Co-teacher" at 10.1% were the only categories selected by at least 10% of the respondents as those things that made them remain in the teaching profession.

Table 5
Respondents' Opinions Regarding Job Stress

Category Base	Total 576	N-MM1 106	N-MF2 339	MM3 24	MF4 78
	%	%	%	%	%
Almost Every Day	32.1	34.0	36.9	16.7	19.2

Several Days/Week	22.2	19.8	23.9	20.8	21.8
Once or Twice/Week	19.4	20.8	18.6	20.8	19.2
Less Than Once/Wk.	07.8	07.5	07.4	12.5	06.4
Once or Twice/Month	15.1	14.2	10.9	25.0	28.2
Never	02.8	03.8	01.5	04.2	05.1

Legend:

1 = Non-Minority Male
2 = Non-Minority Female
3 = Minority Male
4 = Minority Female

Table 5 contains the opinions of respondents in relation to job stress according to race and gender. Non-Minority Males (34.9%) and Non-Minority Females (36.9%) experienced some form of job stress almost every day. Whereas, only 16.7% of minority males, and 19.2% of Minority Females experienced some form of job stress almost every day. However, when the frequency of occurrences diminished to the "once or twice a month" event, 25.0% of Minority Males and 28.2% of Minority Females experienced some form of job stress. It is interesting to note that only 14.2% of Non-Minority Males and 10.9% of Non-Minority Females experienced some form of job stress in the "once or twice a month" category.

Table 6
Respondents' Opinions Regarding the Importance of Increasing the Number of Minority Teachers

Category	Total	N-MM1	N-MF2	MM3	MF4
Base	576	106	339	24	78
	%	%	%	%	%
Very Important	29.0	16.0	10.9	83.3	93.6
Somewhat Important	30.0	27.4	38.6	16.7	05.1
Not Very Important	24.0	36.8	28.6	0.0	01.3
Not At All Import.	14.8	17.9	18.6	0.0	0.0

Legend:

1 = Non-Minority Male
2 = Non-Minority Female

3 = Minority Male
4 = Minority Femal

Although the need to recruit more minorities seems to be the logical thing to do, the responses to this question were clearly divided along racial lines (see Table 6 above). Most Minority Males (83.3%), and Minority Females (93.6%) agreed that the need to increase minorities in the teaching profession was important. However, only 16% of Non-Minority Males and 10.9% of Non-Minority Females thought that increasing the number of minority teachers was either "not very important," or "not at all important." It was interesting to note that in the "not at all important" category, there were no responses recorded for Minority respondents.

Table 7
Respondent's' Perceptions of Their Colleagues

Situational Descriptor: Listed below are statements about your colleagues at school. For each statement, please circle the description that best reflects how you feel about them (your colleagues at school).

Category	Total	N-MM1	N-MF2	MM3	MF4
Base	576	106	339	24	78
	%	%	%	%	%
Statement:	They (your colleagues at school) have minimal expectations for teaching and learning.				
Agree Strongly/ Somewhat	29.7	28.3	29.2	25.0	34.6
Statement:	They feel isolated from other educators.				
Agree Strongly/ Somewhat	34.0	28.3	38.1	20.8	26.9
Statement:	They exchange ideas about techniques and subject matter with colleagues.				
Agree Strongly/ Somewhat	78.8	74.5	80.8	79.2	78.2
Statement:	They feel frustrated with administrative practices.				

Agree Strongly/ Somewhat	70.3	67.0	75.8	62.5	60.3
Statement: They have a love or passion for teaching.					
Agree Strongly/ Somewhat	63.7	66.0	64.6	62.5	59.0
Statement: They go through the motions of presenting information.					
Agree Strongly/ Somewhat	35.4	27.4	37.2	33.3	43.6
Statement: They show little expertise and personal knowledge in lecture material.					
Agree Strongly/ Somewhat	10.1	10.3	10.0	08.3	12.8

Legend:
1 = Non-Minority Male
2 = Non-Minority Female
3 = Minority Male
4 = Minority Female

There seems to be very little difference between Non- Minority and Minority respondents with respect to their perceptions of their colleagues (see Table 7). However, Minority respondents are less likely to say that their colleagues feel isolated from other educators, but Minority respondents are likely to be more critical of their colleagues. Minority respondents say that 35.4% of their colleagues go through the motions of presenting information. On the other hand, many of the respondents (63.7%) are just as likely to say that their colleagues have a love or passion for teaching, and 78.8% of respondents say that their colleagues exchange ideas, techniques and subject matter with each other. However, 70.3% of the respondents felt somewhat frustrated with existing administrative practices.

Table 8
Respondents' Assessment of Various Strategies Designed to Increase the Number of Minorities

Situational Descriptor: A list of statements have been written that might help to increase the number of minority teachers in education. Please circle the description that best reflects how you feel about each statement.

Category	Total	N-MM1	N-MF2	MM3	MF4
Base	576	106	339	24	78
	% %	%	%	%	
Statement:	Encouraging minority college students to consider teaching careers.				
Help a lot	31.1	24.5	21.5	70.8	59.0
Statement:	Providing financial incentives for minority students who want to become teachers.				
Help a lot	44.6	33.0	35.4	79.2	79.5
Statement:	Involving minority students by encouraging them to become tutors.				
Help a lot	28.1	14.2	22.1	45.8	55.1
Statement:	Expanding recruitment programs to high schools.				
Help a lot	39.2	29.2	31.0	66.7	69.2
Statement:	Recruiting from other professions.				
Help a lot	20.7	17.9	13.6	37.5	46.2

Legend:

1 = Non-Minority Male
2 = Non-Minority Female
3 = Minority Male
4 = Minority Female

Among those respondents who thought it was important to increase the number of minority teachers (see Table 8), more than 20% of them felt that the following strategies would be helpful: Encouraging minority college students to consider teaching careers -- 31.1%; Providing financial incentives for minority students who want to become teachers -- 44.6%; Involving minority students by encouraging them to become tutors -- 28.1%; and by expanding recruitment programs to high schools --39.2%.

The one strategy that received the least amount of support was that of "recruiting from other professions." Only 20.7% of the respondents thought that this strategy would be effective.

Table 9

Minority and Non-Minority Certificated Personnel's Opinions of Barriers Designed to Keep Minorities From Enterina the Teaching Profession

Situational Descriptor: A list of statements have been written that could or could not be factors in keeping minorities from pursuing teaching careers. Please circle the description that best reflects how you feel about each statement.

Category	Total	N-MM1	N-MF2	MM3	MF4
Base	576	106	339	24	78
	%	%	%	%	%
Statement:	Traditionally, teaching is not a career that attracts minorities.				
A major factor	16.1	20.8	15.0	04.2	16.7
Statement:	Better career opportunities exist in other professions for minorities.				
A major factor	46.1	48.1	38.9	62.5	66.7
Statement:	Not enough minorities are pursuing educational training which qualifies them to be licensed as teachers.				
A major factor	56.1	53.8	56.3	66.7	57.7
Statement:	There is too much competition from non-minority candidates for a limited number of teaching positions.				
A major factor	22.4	16.0	16.8	41.7	43.6

Legend:

1 = Non-Minority Male
2 = Non-Minority Female
3 = Minority Male
4 = Minority Female

While Non-Minority and Minority respondents were not in total agreement about the importance of, or the strategies needed to increase the number of minorities in the profession, there seemed to be more of an agreement on what constituted "major factors" in terms of servinq as barriers to minorities (Table 9):

* Traditionally, teaching is not a career that attracts minorities -- 16.1%
* Better career opportunities exist in other professions for minorities -- 46.1%
* Not enough minorities are pursuing educational training which qualifies them to be licensed as teachers -- 56.1%
* There is too much competition from Non-Minority candidates for a limited number of teaching positions -- 22.4%.

CONCLUSIONS AND IMPLICATIONS

"Wrong never lies in unequal rights, it lies in the pretension of equal rights."

FRIED RICH NIETZSCHE, The Antichrist, 1888

Out of 576 completed instruments retumed, 87 contained unsolicited comments regarding specific minority issues being examined in this research project. The following statements were randomly selected from the total of 87 unsolicited comments submitted by respondents:

1) NMF (non-minority female)--"I have worked with some very fine black educators. The greatest area of weakness is language. In order to be more effective educators, language should be remediated. There are many minority teachers who do not use correct subject/verb agreement, and mispronounce words."
2) NMF--"Instead of being so concerned about the minority situation more time should be spent upgrading and rewarding teachers already in the profession."
3) NMF--"There is too much emphasis placed upon recruiting the minority teacher. Why should they be recruited?"
4) NMF--"All this talk of minorities -- the problem probably is there are not enough qualified for the positions.
5) NMF--"Favoring a certain group causes resentment toward this group and those awarding the favoritism."
6) NMF--"It is very hard to find minority teachers who are qualified and are willing to come to this system."
7) MF (minority female)--"I feel that too often minorities are given only the slow learners, the most discipline problems (pupils) to teach, and this gives students who might be interested in

becoming teachers a negative look at teaching. Minorities are too often passed over when there is an opportunity for advancement or increase in salary available in the system."

8) NMM (non-minority male)--"Minorities should get off their lazy butts and get qualified to do a good job in the workplace and do it and stop complaining."

9) NMF--"If minorities can and will apply themselves and further educate themselves I have no problem with seeing them in the education field. . . . We have too much 'special' treatment now for minorities."

10) NMF--"Many of our minority teachers have difficulty passing the TCT and TPAI. . . . I don't want my students or children with this type teacher whether black or white."

11) NMF--"It is time for educators to be hired on their ability, not their race! People are tired of having people hired because they boast about being in the minority. Most of them can't even speak or write correct English! This minority issue is an utterly disgusting factor in our USA. Most of them really don't want a job unless it is in the realm of exerting power and bragging about it!"

If you were to envision a racist continuum, and place the above comments (except the statement written by the minority female) where you think they should be placed, all of the other comments would probably fall somewhere between the extreme left on this continuum to the extreme right. Moreover, if you were to look beyond the pretension, the phoniness, and the insincerity that seems to mask the true feelings of non-minority people, you could probably sense the presence of an array of covert/overt racist attitudes. In addition, the sum total of these or similar remarks could provide a stronger attitudinal basis for determining with a greater degree of accuracy how non-minorities really feel about minorities, in general, and about African-Americans, in particular.

Furthermore, remarks of this nature tend to reflect how deeply racism has become embedded in our social fabric, both at a conscious and an unconscious level. Nathan Rutstein (1990) says that racism has taken on similar characteristics found in other diseases that tend to remain hidden within the body until the body has been totally consumed. During the final developmental stages of the disease, the prognosis of a complete recovery becomes almost impossible. Nathan Rutstein says:

> From the School of Education experience I learned that even a fairly large group of PhDs who know how destructive racism is,

and who are dedicated to wiping it out, won't be able to achieve their objectives unless they first free themselves of the thing they are trying to overcome in others. One of the major stumbling blocks to the eradication of racism in America is the difficulty of convincing those who claim they aren't racially prejudiced that they are, and that they ought to do something about it. (p. 111)

Also, Rutstein (1990) says that not only does racism infect the individual, but when large numbers of racists hold positions in an organization, the institution itself becomes racist. Rutstein (1990) says:

> When [racism becomes] institutionalized, it reflects a national attitude. It [becomes] a force that can infiltrate every aspect of a nation. It is so all-encompassing, so much a part of the normal pattern of life that it is difficult for the white person to detect anything other than the most flagrant outbursts of bigotry. (p. 111)

Pat Shipman (1994), a noted paleoanthropologist, says that racism is more like being caught up in a plague that has only a remote possibility of being brought under control. She says:

> The horrors of racism are on the rise once again. Almost daily, the newspapers tell of new viciousness abroad or in the streets of our cities by people who have conceived and acted upon a deep distrust and dislike of those who are different from themselves. We did not defeat racism with the victory over Hitler and Nazism, nor have we banished it with equal-opportunity laws. Racism is a plague that continues to flourish, poisoning too many interactions and shredding too many communities to be ignored. (The Chronicle of Higher Education August 3, 1994, Section B., pp. 1-3).

Just recently, Joan Morgan and Frank Matthews, held an interview with Senator Bill Bradley who revealed to them that his ongoing political agenda includes addressing the issues of "race, education, and politics" (Bradley, 1995, p. 21). During the course of this same interview, Senator Bradley referred to racism as either "racial or ethnic self-consciousness" (p. 21), and consequently, what we stand to lose as a result of the dominance of this dreaded disease are "tolerance, curiosity, civility -- precisely the qualities we need to allow us to live side by side in mutual respect. . . ." (p. 21) Furthermore, Bradley (1995) states that "The

fundamental challenge [to all of us] is to understand the suffering of others as well as to share in their joy". (p. 21)

If we continue to ignore this ardent plea to become more sensitive to the suffering and joy of others, we stand a very good chance of losing our future. Moreover, the losing of our future seems to be inevitable unless we can arouse a collective sense of urgency that would reach a point where it "informs our action, passing the buck stops, scapegoating fails and excuses disappear" (p. 21). Bradley seems to feel that what is really needed in America is:

> . . . the willingness to treat another person of any race with [the same] respect you [should] show for your brother or sister, with the belief that together you'll build a better world than you would have ever done alone, a better world in which all Americans stand on common ground. (1995, p. 21)

Many years ago, Walt Whitman (1819 - 1892) penned the phrase "I hear America singing, its varied carols I hear." It seems reasonable to assume that if this great American poet could hear the diverse strains of America's racial/cultural symphony almost 100 years ago and could celebrate, even then, the wonderful richness that springs from difference, how long should it take for the rest of this nation to recognize and accept the different races and cultures, and to prize the value and potential of diversity.

Finally, I challenge all of you to throw off those racist shackles that have bound all of us for such a long time, and to find instead a mutual respect for the varied races and cultures that continue to increase in numbers within this great nation. But it must be remembered that this change in attitude toward those who are different will not come easy. As a matter of fact, this transformation process will not even begin until an overwhelming majority of Americans first learns to tolerate, then to respect, and ultimately, to prize racial and cultural differences that for so long have been swept under the rug and ignored.

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"Apoyando": Encouraging Latinos to Enter the Teaching Profession

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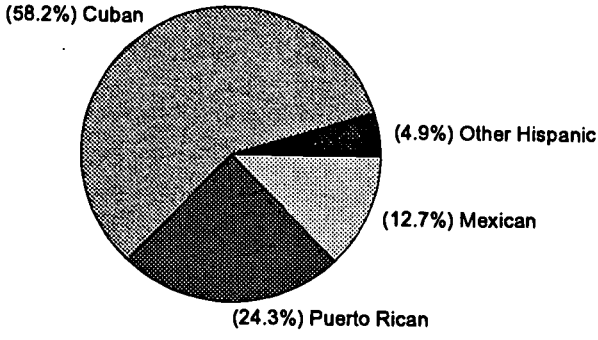
> "The race and background of their teachers tells them something about power and authority in contemporary America. These messages influence children's attitudes toward school, their academic accomplishments, and their views of their own and others' intrinsic worth. The views they form in school about justice and fairness also influence their future citizenship."
>
> (Carnegie Task Force on Teaching as a Profession, 1986, p.79)

Buenas tardes y bienvenidos! It is a real pleasure to be here and share my thoughts with you on the recruitment and retention of Latinos into America's teaching force.

Let me start by clarifying terms and why I choose to address the issue as "Latino" teacher recruitment versus "Hispanic" teacher recruitment. The term "Latinos" can be misleading. On the surface, it may be understood as a literal reference to all people with Latin origins. This would include Hispanics, a term accepted by many and adopted officially by the United States Census Bureau to refer to all Spanish-speaking groups, as well as groups such as French Americans, Italian Americans, and Portuguese Americans. But when I use the term and when the literature refers to the term "Latinos", in its Spanish form, we mean to refer to those peoples who share an ancestry of mixed blood and an inheritance linked not only to Spain but to indigenous America as well. Latinos represent a variety of races, phenotypes, linguistic combinations, cultural traditions, and spiritual adaptations.

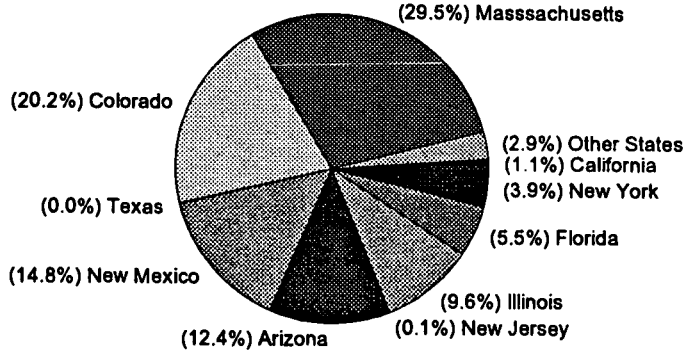
Now let's take a look at what the Latino population is like in the United States of America. The following figures contain the answers to such questions as: Who are these Latinos? Where do they reside? What are their ages? How do they fare along SES lines: poverty rates, dropout rates, and those enrolled in higher education?

Origins of U.S. Latinos



Source: Census Bureau, *Current Population Reports, Population Characteristic* P23-183, 1993.

States of Residence



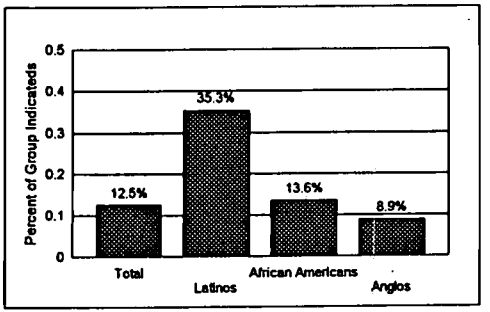
Source: Census Bureau, *Current Population Reports, Population Characteristic* P23-183, 1993.

Youthfulness
(Median Age)

Because of immigration and a large family size, the nation's Latino population overall is younger than the non-Latino population. The median age of Latinos was 26 years in 1990, compared to 34 years among non-Lations. Among Latinos, Mexican-American -the largest group - are the youngest, with a median age of 24 years. How this population fares in American's schools will have national implications well into the 21st century.

In 1991, Latino children were twice as likely to be living in poverty than non-Latino children. Of Latinos under the age of 18, 41 percent were poor. Moreover, poverty is common to immigrant and native born. The poverty rates of U.S. born Latino families, for example, is three times that of non-Hispanic white families.

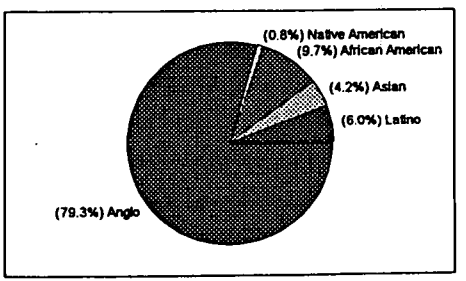
Dropout Rates



Sources: Census Bureau, *Current Population Survey*
U.S. Department of Education, NCES *Dropout Rate* and *United States*, April 1992.

In October 1991, the national average of high school dropouts among persons aged 16-24 was 12.5 percent. Yet, 35.3 percent of Latinos aged 16-24 (more than one in three) were high school dropouts. This was compared with dropout rates of 13.6 percent fro African Americans and 8.9 percent for Anglos.

Undergraduate Enrollment



Sources: U.S. Department of Education, NCE *Dropout Rates in the United States*, 1992, and *Digest of Education Statistics* 1992

In Fall of 1990, only 6 percent of the nation's undergraduate students were Latino - half the proportion represented in K-12 calssrooms. Representation at the graduate level, and in teacher education programs in particular, is worse yet. About 2 percent of students in teacher education programs are Latino.

Demographers project that Latinos in the year 2020 will experience a 25% increase in population (Mazon, 1992). Asians are expected to increase in numbers by 22%, African Americans by 12%, and European background whites (or the mainstream population) by 2%. So, the faces of the children in American public schools are changing and this change is happening at a rapid pace. By the year 2000, just five years from now, it is expected that one third of all public school children will be from groups with diverse cultural, linguistic, or racial backgrounds. Yet despite this change in the student population, it is projected that the teaching force will remain predominately white.

In 1987/1988 the racial composition of teachers in the nation's public schools was 95% white, 8% African American, and 3% Latino (National Council of La Raza, 1992). In comparison to figures in 1970 when qualified teachers of color comprised 13% of the teaching force, these figures are evidence that there is a marked decrease in minority representation in America's teaching force.

In 1995, the facts are that African American teachers and Latino teachers make up less than 10% of the teachers in the United States! Only some of this is accounted for by the increased opportunities in other fields not traditionally open to Latinos and African Americans in the past. Right now I want you to focus on the fact that the figures corroborate the acute discrepancy between rising numbers of culturally and linguistically different youngsters in the classroom and the lack of representation of culturally and linguistically different teachers. So, the urgent need for recruiting more Latinos and African Americans into the teaching profession is clear. Equally self-evident should be the great need for "apoyo" or sustained support of these future preservice and inservice teachers to enable them to meet the needs of and deliver effective educational programs to the "minorities" in our schools who are fast becoming the numerical majority in the classrooms of America. Only in the political arena are they at present "minorities." The need to include <u>all</u> teachers in this effort is dramatically brought home by the 1990 AACTE survey of student teachers (AACTE, 1990; Dilworth, 1990). The survey found that the majority of student teachers stated the least desirable setting for first year teaching was a classroom with children who did not speak English. This sentiment was true for two-thirds of the student teachers polled. Despite this sentiment, the fact is that due to a shortage of Latino teachers, mainstream teachers have more and more Latino children in their classrooms. Yet, schools still act as though

language-minority students are the responsibility of special programs funded by outside sources -- usually bilingual and special education programs. Let me go on record here and now, and affirm for everyone here that **one** course in multicultural education does not constitute preparation to meet the educational needs of culturally and linguistically different (CLD) pupils! Much more needs to be done for mainstream teachers to empower them in the classroom with the rising numbers of CLD children and their families.

Many studies have indicated that "apoyo", (support) and "apoyando" (the act of supporting) as signified by "mentor" or "mentoring," are key elements in not only recruiting Latino teachers but imperative in retaining them as well (Ada, 1986; Berry, 1989; Wink & Flores, 1992). As Roth (1992) suggests, we need to adopt a reconstructionist approach in teacher education which would "...revitalize programs, rather than replace, by creating restructured, empowered teacher education programs".

First and foremost, we, as teacher educators, must educate ourselves to understand the fundamental realities of Latinos in our teacher education programs. The first of these is understanding that bilingual education means education in two languages and that it is a goal that is worked toward. We must understand the importance of correcting myths and misinformation about Latinos that are perpetuated in classes for incipient and continuing teachers where the majority of these teachers are not Latino. Stereotypes continue to work against Latino students in the classroom when we cite statistics and research of low levels of academic support in classrooms and lack of school appropriate experiences and fail to disclose the research indicating programs and strategies that are reversing the educational fortunes of Latino students. A dominant trend in programming for Latino students is variously referred to as bilingual immersion or two-way bilingual programs or dual language programs where first and second language learners are being educated side-by-side with team-teaching efforts of monolingual and bilingual teachers (Lindholm, 1990).

The Tomas Rivera Center in California suggests the development of Teacher Learning Communities in Colleges of Education (1993), following up on Goodlad's (1990) work on professional development schools. In these communities there would be integrated, collaborative, interdependent activities of recruitment,

retention, induction and retooling of teachers. There would be self-sustaining cycles of mentors, study groups, collaborative research, and development which could embrace recruitment in public school and programs that act as a bridge between high school and the universities. This is especially important since the decision to teach is generally made by the age of fifteen (De Witt Wallace Report, 1993). Communities of support would exist at the undergraduate level, the induction year and at subsequent professional development levels. These communities would become interdependent throughout the formative cycle of a teacher.

Some of the revitalization of teacher education programs involves administrative procedures and better articulation and collaboration between the two- and four-year colleges as well as local school districts and the colleges. A specific plan of action at the college level can include but isn't limited to: using a year-round calendar to create opportunities for teacher preparation and development; easing the transfer process from community college to four-year institutions; adapting systems of advisement that universities use to identify, track and support undergraduates academically and financially; arranging for paid internships in student teaching experiences; including teacher education clientele in identifying deficiencies of teacher education programs; engaging in problem solving and piloting solutions to the problems; providing test preparation workshops for mandated teacher certification examinations; collaborating among professors to integrate students in coursework, e.g., two reading professors at Old Westbury have their respective students in the second reading course sharing experiences in the preparation via the computer, scheduling their classes at the same period and at the same day for group work, etc. even though one is a monolingual reading section and the other a bilingual section; and valuing the concept of "alternate teacher candidates" which generally come from an older population than the typical college-aged student.

Older adults have been found to be much better suited than the younger college students to work with poor children and racial and language minorities in rural and urban settings. Thirty percent of the younger teachers abandon the classroom in the first two years of teaching. Teaching requires a level of maturity needed to be concerned about the development and nurturance of others. Theory and research indicate conceptual levels of college youth are not yet fully developed

and still too rigid to fulfill the role of teacher. The developmental theories of Erickson, Piaget, and Kohlberg in moral reasoning and Loevenger in ego development all conclude this (Haberman, 1991).

Schools of education and local school districts need to explore ways to offer formal training to qualified teacher aides during breaks in year round tracks; arrange for districts to offer release time to aides to complete teacher training programs full time; create and extend career ladders through joint efforts with school districts, community colleges, and universities; and support programs in community colleges that prepare bilingual aides to become certified bilingual teachers.

Once we've recruited Latinos into teaching the next challenge is retaining them in the profession. The issue of retaining Latino teachers is a problem, since 50% drop out of teaching within five years, and these are the most academically talented individuals (Wink & Flores, 1992). Latino teachers who remain in teaching for more than two years describe themselves as "survivors" of their own public school education despite atrocious statistics regarding Latinos. Many entered the university and survived classes despite the fact that many were not fluent in English and were financially strapped. They also were insufficiently counseled by faculty during the college years. Finally, they survived the state testing requirement by taking repeated administrations of the licensing examinations.

It sounds ironic but most of the Latino teachers (59%) do not feel prepared to work with Latino students (Wink & Flores, 1992). Only 34% felt prepared to teach English-proficient students as well! Yet 78% percent were assigned to work with bilingual and English-as-a-second language pupils. They felt they lacked instructional strategies, materials, and the appropriate level of oral proficiency in Spanish necessary to communicate freely and spontaneously with students and parents. Many were apprehensive about their ability to teach all content areas in the second language. As if all this were not enough, they also were put upon to publicly defend being a bilingual teacher, bilingual education being a highly charged public and political issue. So, remaining in the trenches becomes a particularly stressful commitment! It is evident they are keenly in need of "apoyo."

The "survivors" also commented that their induction year was especially hard. Beginning teachers often do feel overwhelmed since

teaching is the only profession where you are expected to demonstrate all the skills, knowledge, and abilities of an experienced teacher. The supports they cited as being essential were: mentor support, peer support, and university support. So, the challenge to schools of education is that there needs to be a concerted, earnest effort undertaken of innovative and successful programs to attract and improve the preparation of Latino teachers, projects such as Goodlad's "professional development schools" or Rivera's "teachers' learning communities." Endeavors for retooling teachers to improve the education of Latinos and others who teach Latino students will probably continue to be superficial at best if the need for change is not taken seriously. Deming (1988) compares educators to people who go to church, synagogue or mosque week after week to hear how they ought to behave but continue to lie and cheat in the "real world." Educators seem to love the taste of innovation but rarely change structures necessitated by the innovations in the first place, thus perpetual "failure in the face of success." Let's take on the "apoyando" mantle or active mentor--wherever we are. By so doing, we not only increase the recruitment and retention of future Latino teachers but enrich the quality of all our preservice education majors and future teachers.

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VOICES OF AFRICAN AMERICAN MALE ADMINISTRATORS: MAKING MEANING AT PREDOMINANTLY WHITE FOUR-YEAR COLLEGES AND UNIVERSITIES

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Background

The experiences of African-American faculty and administrators at predominantly white institutions (PWIs) are a sad testament to the fact that there has been little significant change over the past 150 years. Several African-American scholars (Atwood et. al. 1949, Moore and Wagstaff 1974, Singer 1987, Taylor 1947) have documented the experiences of African-American students, faculty and administrators at PWIs. Yolanda T. Moses (1993) states: "Minority-group administrators in predominantly White colleges and universities face many of the same barriers that non-traditional students face. Just as students from minority-groups often are treated as strangers and outsiders, no matter how much they try to adapt to the existing campus culture, so many minority-group administrators are hired as token and then isolated. They find themselves in dead-end jobs, see their diverse perspectives ignored, and have their authority and leadership challenged."

We sought to document the experiences of Black male administrators at PWIs for the following reasons: First, there has been no major update on studies of Black professionals at White colleges and universities since the late 1970's, and there has been no special focus on Black male administrators in higher education at PWIs. Previous research studies typically used questionnaires and in the few cases where interviews were conducted, they were not the primary source of information. There have been only two studies that used a form of in-depth interviewing or case study

methodology; both focused on Black faculty within White colleges and universities (Sinegar 1987, and Siedman 1985).

Second, we attempted to see how many of the themes identified in the literature continue to influence the work of Black male administrators. We also wanted to discern any possible new themes. This study complements the work that has already been done on Black faculty and Black women administrators. An in-depth study of the experiences of Black male administrators adds a needed dimension to contributions of the Black professional in White higher education.

Third, while the literature discusses themes and factors influencing the experiences of Black professionals in higher education, this study attempts to explore the experiences and the meaning made of those experiences by Black administrators. The understanding that may come from a study of this nature may shed more light on the declining numbers of Black professionals in White academia.

Methodology

In-depth phenomenological interviewing provides a rich context from which to develop themes and patterns of experience. Twenty African-American male administrators participated in a series of three 90 minute interviews in which they had the opportunity to elaborate on their experiences and make meaning of their world of work. Each of the three interviews was transcribed verbatim in order to maintain the accuracy of the participants. These transcripts, in their complete unedited form were the primary source of data for analysis.

The main focus of in-depth interviewing is an interest in understanding the experiences of the interviewee. For the specific purpose of this study, we used an in-depth interviewing process that utilizes a phenomenological approach to data collection. In-depth phenomenological interviewing, although very similar to other forms of in-depth interviewing, has a specific focus. The

focus of in-depth phenomenological interviewing is to have participants reconstruct their experiences and reflect on the meaning they make of those experiences. It attempts to go beyond facts and events to the subjective meaning of those experiences. Making meaning of experience utilizes interpretations, associations, and emotional responses which the person has brought to those experiences. Through the careful use of in-depth phenomenological interviewing we explore those experiences which have contributed significantly to the meaning these Black male administrators make of their work in White higher education.

The interview format used in this study was developed by Seidman (1985). Seidman's interviewing format was suggested by the work of Dobeare and Schuman (Schuman, 1992). The theoretical underpinning behind phenomenological interviewing is that a person can make meaning of his or her experience by reflecting upon the aggregate of that experience (Schutz, 1967). Seidman states:

> It is not the purpose of phenomenological interviewing to get answers to questions, to test hypotheses, or to "evaluate" as the term is normally used. At the root of in-depth phenomenological interviewing is an interest in understanding the experience of other people and the meaning they make of that experience rather than in being able to predict or control the experience. (Seidman 1985, 15).

We do not focus on getting "answers." This process does not examine scientific assumptions; the purpose of the in-depth phenomenological interview process is to explore experiences which may have significantly influenced the meaning that people make of their experiences. However, the researcher has the responsibility to "define" his or her personal reality as it relates to the subject matter. The assumptions we brought to this study are based on the emergent themes found in the relevant review of the literature, the profiles of participants in the pilot study and the themes presented as well as our experiences at PWIs.

Profile Synopses

We have selected to present profiles of three of the participants. Their selection was based on the range of administrative positions within the pool of participants. The synopses provide you with a greater context for understanding the meaning participants have made of their experiences.

Profile Synopsis #1: V.

V. is presently President of a public University. He has worked for approximately 18 years at predominantly White institutions of higher education. His highest degree earned is a doctorate.

Early in his career V. was concerned about becoming pigeon-holed into minority programs. He was able to find different positions relatively easily and felt that his supervisors were very supportive. They trusted him, gave him responsibility and authority which allowed him to develop the career experiences he needed for upward mobility. He describes himself as a perfectionist and an overachiever. Anytime he took a new job he would go back and read anything that had been written over the past ten years [about the job]. According to V. his favorite four-letter word is "work."

Although he was able to develop good working relationships with co-workers and staff, he describes the work atmosphere as being "lonely"; as Kermit the frog says "it's not easy being green." Similarly it isn't easy being Black at a predominantly White institution. People are always ready to challenge him and he can never forget that he has an audience. Relaxing is difficult and over time the job had taken a toll on him and his family.

V. takes great joy in his work. One of his greatest satisfactions has been the opportunity to do things for Blacks, Hispanics and Women. Mentoring has played a key role in his life both in terms of the mentoring he has received as well as the

mentoring role he has assumed. V's wife and his relationships with various Black faculty and administrators have constituted a primary support network. V. expressed concern over the perception of the Black community of him and his work. He has not wanted to be seen as an "Uncle Tom" or as having "sold out" to the White system. He feels that he hasn't always been able to let Black subordinates and/or the Black community know everything that was happening either in terms of benefits down the road to the community or times when he wasn't one hundred percent behind an institutional policy.

Working at a predominantly White institution is like being in a "fishbowl." According to V., Whites use a different standard with which to judge Blacks. Blacks need to be a super horse in order to be seen as equal to White males. Whites perceive a Black person as being unfair if they advocate for Blacks; while they have no problems advocating for other Whites. Nevertheless, V. states that it is important for Blacks to have good working relationships with Whites.

In retrospect V. feels it is important to keep a sense of who you are and where you came from. V. takes great pride in his Black heritage and says he wouldn't "trade it for the world." A person must understand the system in order to change it. He believes that (White) America has not yet faced the "duality" that they put Blacks in. One day V. hopes to work at an all Black school; in part, to find out whether he is "as good as they (Whites) say I am" as well as to be able to say he has given something in "both worlds." "The essence of living is giving."

Profile Synopsis #2: S.

S. is presently Dean of Students at a private college. He has worked for approximately 20 years at predominantly White institutions of higher education. His highest degree earned is a Masters; he is currently ABD.

"...I take for granted that White institutions will be characterized by racist attitudes, values and behaviors. And my expectation is that I will always have to do battle, literally, no matter where I go..." S. points out that sometimes the battle is against the bureaucratic structure, an abstraction with "a life of its own."

On two occasions at two separate campuses, S. was responsible for developing a Black faculty and administrative support network. At the second campus, he was one of the people responsible for making this network inter-campus, extending to Black administrators on six campuses. That first meeting included over 60 Black administrators and "showed me that there were just many, many people on all of the campuses who had the same kind of issues no matter where they were, and some of the same needs that had grown out of being in White institutions: a desire, in a sense, to understand, to vent all of that."

As the only Black senior officer, S. found himself becoming involved in situations simply because he was Black. This might be because another Black person asked him to become involved, or because the administration requested his participation "simply because he is Black"..."not because I had either the statutory authority or responsibility to deal with the situation or any special expertise.." One example involved being called in the middle of the night to respond to a Black faculty member having an emotional breakdown. The only people called were other Blacks; the Dean of Faculty wasn't even present.

When it came time to hire, S. would hear subtle racial messages that it would be a good idea "to get someone who wasn't Black in that position." At the time he rationalized this argument, that since half the student population was female and 95 percent white, it made sense to hire a White woman. Later he realized that the entire staff in the Dean of Faculty's office was Jewish. "But it occurred to me that nobody had ever said anything about that office being entirely Jewish." College enrollment [of Jews] was 20 - 25

percent. "...it was obvious to me that the question hadn't been raised, so [that] was acceptable."

"It is true that you serve multiple constituents; that's undeniable. I never was uncomfortable about that. As a Black administrator, you are expected on the one hand, to represent the institution, so the institution is a constituent. [You are] also expected to represent Black people. So you gotta wear two, three, four different hats." S. made it clear that he accepted his responsibilities as a senior administrator, but "I'm Black, and that gave me a set of particular insights and set of responsibilities that I assumed and was never going to shun." Sometimes Whites try and set up Blacks to be the "hatchet person for other Blacks." S.'s way of dealing with this was to require equal treatment for all employees: "I'm more than willing to deal with John over here who's Black [and not doing his job], as long as we have the same treatment for Mary who is White [and not doing her job].

"You know, White people, as Louie Armstrong once said, are still 'in the lead,' and they're going to keep the lead. Left to their own devices, they favor their own; doesn't matter what we do institutionally, they will attempt to continue to favor their own. Recognizing it, and working from a common set of values, organizing what we need, and where are we going, and mentoring, are some of the ways I attempt to deal with it."

Profile Synopsis# 3: H.

H. is Director of Minority Affairs at a private college. He has 15 years experience at predominantly White institutions of higher education. His highest degree earned is a Masters.

H. has felt pigeonholed professionally. He has not been able to get the promotions he feels he has earned although he feels he has been placated with additional monies. He perceives that the reason he has not been able to get promoted is because he "couldn't be trusted." His supervisor told him that he was too much of a flag waver for students - too "anti" - and that he should always side

with administration. One of the criteria that was used to demonstrate that he couldn't be doing his job was that there were too many students in his office. H. has not felt supported by his supervisors. There has been a subtle form of racism operating to keep him in his place.

H. characterizes his fellow workers in the admissions office as "boring, racist, sexist people" who made such statements as "You'll never be fired" and "Don't bring in too many Blacks - what do you want them to do, take over the school?" He sensed that no matter how successful he was in non-minority areas, his colleagues and the institution at-large saw him only operating within the context of minority affairs. The institution views him as the "Black expert." He has enjoyed this role because it has given him greater flexibility. He has also been asked to serve on a number of committees dealing with the [Black] community.

H. has felt like a loner who does not feel like he belongs at the institution. The expectation is that he must exert greater effort that the average White male is required to demonstrate to show competence. He does not feel connected to other professionals on campus except for a couple of Black professionals and one White faculty member. For the most part, H. has felt ignored; some folks have appreciated his work, but this information has come to him through secondhand sources. People off campus have appreciated him more than his on campus colleagues and supervisors.

When a new President came to the institution, H. saw this as an opportunity to promote his ideas and career. His old supervisor had become a vice-president and he knew that his new supervisor was controlled by this person. He, therefore, knew that in order to meet with the President he would need to find a different channel of access. He made contact with a Black alumnus who was also a community leader. Through this contact he was invited with the Black alumnus to a meeting with the President. He made a preliminary proposal to resurrect the position Director of Minority Affairs to which he was later promoted.

Throughout his career, H. has been very involved with students. He sees his strength in being able to counsel students--both Black and White--on a one-to-one basis. It has been "my calling." Within a continued context of friction and lack of trust, he has been able to do more in his current position than he was able to do previously.

In reflecting upon his career experiences, H. concludes that it is time to start advocating for oneself. He has always tried to do what's right and says he will continue to "function as a team player" by helping students, minority students in particular, to graduate. He wants to continue to grow and sees the need to obtain a doctorate. He feels that this interview process has "stirred up a lot" of issues regarding his experiences at this institution.

Themes Generated From Profiles

Themes are organized in four categories: common themes, minority focused themes, senior administrator themes, senior/junior administrator themes.

Common Themes

Common themes generated by the participants are presented below. To a large extent these themes evolved out of the meaning participants made of their experiences. A theme is considered "common" when at least fourteen participants refer to the theme. Common themes are organized under seven different headings: Work environment, Work experiences, Relationships with Whites, Relationships with Blacks, Mentoring/Support Networks, Job Performance, and Issues of Diversity.

Work Environment: Participants described their work environment as lonely and unfriendly. One participant compared being Black to a quote by Kermit the frog: "It's not easy being green." To survive in an environment that remains exclusive and superficial, one must develop fortitude and perseverance. Participants sometimes develop professional alliances with White

females. When the top administrator is Black, participants feel better about their work environment.

Work Experiences: Participants are concerned about being categorized as only being able to work in minority-focused positions. They describe the paradox of being asked to advocate for Blacks on one hand, but if they do, being perceived as "anti-institution." Moreover, while this advocacy is not considered part of their official job responsibilities, failure to perform such roles can have a negative impact on (1) their job evaluations, and (2) the students' needs not being met.

It is hard to serve two masters - the Black community and the institution. For example, one of the participants stated, "America has not yet faced the duality that they put Blacks in."

Relationships with Whites: Participants feel the need to develop good communication and working relationships with Whites; however, that is not easily accomplished. There tends to be a degree of distrust towards Whites and participants try to avoid "alarming" Whites. Although individuals may develop positive relationships with Whites, the overall institutional tone between Blacks and Whites is one of distance. White colleagues sometimes offer support, but Black colleagues tend to serve as mentors.

Relationships with Blacks: Social ties of participants tend to be with the Black community; however "every brother is not a brother." Participants cite incidents where Blacks have not been supportive and have at times tried to sabotage their upward mobility. Participants want the Black community to recognize that they are maintaining their links with their Black heritage; i.e., they have not "sold out."

There is a great desire to give back to the Black community. This may be in the form of mentoring other Blacks or performing job related functions that go over and above job descriptions.

Mentoring/Support Network: Participants rely on their wives, members of community affiliations (i.e. NAACP, fraternities, churches) and other Black professionals at other institutions for professional support.

Black mentors help participants understand the system, offer advice and serve as a sounding board for participants' ideas and concerns. The Black mentor often provides the participant with the opportunity to vent their frustrations without fear of reprisal.

Job Performance: While participants feel a great sense of accomplishment in their work, they also feel a great deal of pressure to be super competent. Many believe that in order to be treated equally with their White counterparts, they must out-perform them. There is a sense that job performance is always being "checked" by anyone and everyone (i.e., the fishbowl phenomenon). They feel this adds an additional strain to their working environment.

Issues of Diversity: Participants are committed to diversity at all levels including hiring staff, the composition of student body and the curriculum taught. However, if the President of the institution speaks of a commitment to diversity and this is not followed up by concrete plans for implementation, measures of accountability and continued support by senior administrators, little will be accomplished.

Minority Themes

Working in minority focused positions is frustrating because the institution is not fully supportive of program goals. Among participants in minority-focused positions there is the sense that their work represents "a calling" or is "my ministry." They are committed to helping students achieve, particularly minority students. Their sense of self worth is directly tied to their interactions with students. It is essential to have a doctorate degree to move up in higher education.

Senior Administrator Theme

Senior administrators express a desire to work at an all Black college to affirm and test their abilities. "Am I as good as they [whites] say I am?"

Senior/Junior Administrator Theme

Participants cannot always tell other Blacks what they are doing for them or the Black community. To succeed one must be a team player. This means that the participant cannot implement all that he or she would want to; sometimes the individual must support programs he or she is not one hundred percent behind.

Discussion

It would appear that when institutions increase the numbers of students, faculty and administrators of color, they assume that these newcomers are automatically included. Although they may be formally accepted, they continue to remain informally excluded long after their white counterparts have found "a niche." The underlying assumption is that people of color will/should fit into the dominant environment and that no other reaching out needs to be done. A lack of cultural understanding and tolerance by the larger campus can lead to greater isolation for people of color. Finally, PWIs often hold unwritten expectations for faculty and administrators of color. While administrators may recognize that students of color on their campuses can benefit from additional mentoring, they automatically assume that faculty and administrators of color will carry out this additional responsibility of advising and mentoring - without either monetary or professional compensation. These expectations are often not communicated to the people, nor are they part of people's job descriptions.

This research documents real institutionalized change coming about as a result of African-American administrators being in top administrative positions at PWIs. The researchers

found that when PWIs employ African-Americans in top administrative positions there is a qualitative difference in the institution's environment. This has been described by two participants at four PWIs.

Communication seems to improve immediately between African-American faculty and staff with their white colleagues. The pervasive sense of "invisibility" is altered to the same extent. The existence of African-Americans becomes real: "Oh yes, we have an Office of Minority Affairs on this campus." Whereas in the past no one has solicited their ideas on campus policy projects, African-Americans now receive overtures to participate. Invitations for involvement are more forthcoming and their ideas are listened to more carefully.

In general there is an atmosphere of greater tolerance campus-wide. This does not mean, however, that the institution has shed its racism overnight; but the appointment of an African-American at a top administrative level sends a signal to the campus to watch more carefully what they say. Racism is not eliminated, but its blatant forms are diminished.

Institutional searches now include greater numbers of faculty and administrators of color. The refrain "we just can't find anyone" is overcome given the president's commitment, insistence and leadership to diversity in hiring, promoting and retaining people of color. Concomitantly, the numbers of students of color enrolled in and graduated from the institution also rises.

Finally, both African-Americans and Whites assume--either accurately or falsely--that there will be a shift of perspectives and perceptions at the institution. African-Americans assume that this top administrator will not only listen to what they have to say, but will "hear" them. Whites think that now "all Blacks will have it made." They assume that all Blacks have the same agenda and that they are working towards a common goal. Over time people's assumptions may or may not be validated;

however, one assumption made by both groups is that this new person will be in support of Black "causes." In and of itself, this can lead to greater awareness and acceptance of diversity on campus.

Recommendations

It is imperative that top administrators as well as college governing bodies (i.e. Boards of Trustees, State-wide Coordinating Councils) be directly responsible and accountable for the kinds of changes that can lead to real institutionalized change.

Our findings underscore the need to hire more Black administrators at all levels, particularly at the highest levels. Presently the number of African-American administrators at PWIs is frightening low, although there has been a significant increase in the number of African-Americans appointed president at PWIs as well as the creation of new "minority focused" positions, such as Chancellor or Vice-President of Minority Affairs. In spite of these gains, however, we can expect their numbers to remain low for many years to come. What then can PWIs do if they are committed to moving beyond the first steps of change? What steps can white top administrators take to achieve greater institutionalized change?

First PWIs must recognize a need for self-evaluation. This should be a campus-wide endeavor under the leadership of the president. They may begin by reviewing the college or university mission statement. Hiring practices should be reviewed with a commitment to hiring greater numbers of faculty and administrators of color. Institutions that continually are unable to find "qualified candidates of color" might want to implement "growing their own" strategies. If the declining number of African-American professors at PWIs continues "it will weaken the quality and character of our educational system and undermine our shared quest for social and political equality" (Reid 1993). In addition, institutions should examine the formal and informal lines of communication and access at their institutions to ensure that all

administrators have crucial resources and information available to them.

Promotional patterns should be reviewed to make sure that African-American administrators are not being hired only in minority-focused positions or that criteria for promotions are the same for all. The institution must sensitize its supervisors and managers to have equal expectations for all personnel. In addition the institution should be held accountable for the job descriptions agreed upon by the employee. For example, if the PWI hires a Director of Fiscal Affairs, who happens to be African-American and they intend for this person to assist in minority student issues, then this should be explicitly stated in the Director of Fiscal Affairs job description. It should not come up at the time of evaluation as a shortcoming for not "having worked with Black students."

Training and workshops which strive to develop an appreciation of diversity are essential. The institution can mandate employee participation although they cannot mandate results. Nevertheless the institution can make clear its goals and objectives regarding diversity. It must also begin to articulate the losses accrued to the institution as a whole for NOT embracing diversity. In order to make a deeper commitment to diversity the institution must recognize the benefits to inclusion. An environment that takes into account different perspectives invites the full participation of all its members. There is a greater sense of ownership which can lead to increased productivity and greater institutional commitment.

Typically courses come under the governance of the faculty; therefore, the administration can't require faculty to develop a more multicultural curriculum in existing courses or to develop new diversity courses. However, the administration can, through faculty development, encourage those faculty who wish to pluralize their curricula. This support can be in the form of released time or stipends. Revised courses can be also considered

within the faculty process. We recognize that this may be the most difficult challenging task for the institution.

Second, institutions should develop greater links with communities of color. While PWI institutions have strong links with the White communities in their vicinity, they have a poor record of tapping the resources of the communities of color that often surround their buildings. Their attempts at developing linkages often fall because the task is delegated to a junior administrator. Their impact is in marked contrast to the impact of having the president of the institution directly involved in the community. This involvement needs to be grounded in sincerity for the contributions that the institution and the community can jointly share.

Third, PWIs should not fall into the trap of finding ONE African-American or a small group of African-Americans on campus and allow these individuals to become the "Black power brokers" or the Black experts of Blacks. This is detrimental to the institution as well as to all Blacks on campus. By creating "one Black voice" the institution cuts off its access to a diversity of views (i.e., all Blacks don't think alike just as all Whites don't think alike) and to the contributions Blacks would make to the institution. In addition, it may give ex-official power to the "Black authority" who can then influence the promotion and career opportunities of other Blacks. Most importantly, the voices of each Black member of the college community are not equally valued. Institutions need to move away from this historical slave mentality and move towards a one person, one perspective.

Fourth, since African-Americans tend to have other African-Americans as mentor and advisors, PWIs should encourage these relationships through attendance at relevant conferences. They can also formalize the process of mentoring for all administrators and faculty and reevaluate policies and procedures to be sure they are explicitly stated. The goal is to eliminate or formalize those unwritten practices. If African-

Americans on campus choose to develop a support group, the institution ought to support their efforts and not feel threatened.

Finally, institutions need to reflect on their openness and willingness to allow individuals to express their cultural background. They can integrate cultural events and celebrations into the normal routine of the institution. Also, college decor can reflect cultural inclusion rather than being isolated to a special exhibit once a year.

Conclusion

No matter how committed to diversity a faculty, staff or student body is, if the president of the institution only talks about a commitment and does not follow it up with concrete plans for implementation, measures of accountability and continued support by senior administrators, little will be accomplished. It is time for PWIs to set their houses in order. Now that they have issued an invitation to people of color to join them, they must do more than seat their guests at the dining room table. It is time to bring them into the kitchen - where they can take part in the planning. As Drummond (1995) suggests, "Isolated cases show that these problems can be solved, but the will to do it is rare and great."

The institution needs to be working towards the development of a learning environment that genuinely cares about all its members from the grounds keepers to the president. Every aspect of the campus must be involved for a new day to dawn.

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Nurturing a Long-Distance Relationship: SUNY Oswego And Urban Education

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The State University of New York College at Oswego, commonly called SUNY Oswego, has been preparing teachers to work throughout the country for more than 130 years. In 1861, Edward Austin Sheldon started the Oswego Normal School. Sheldon provided teachers information about a new pedagogy that had originated in Europe, the "object method." Soon, graduates of the Oswego Normal School were using this hands-on approach that had become known as the "Oswego method" (Spring, 1990).

For the rest of the 1800s and into the 1900's, teachers from the Oswego Normal School traveled to the frontiers of Ohio, the Freedmen's schools of the South, and of course, to our nation's cities. In the 1960s the college became part of the State University of New York system. Still, a major focus of the College at Oswego has continued to be to train teachers who travel to all parts of the country teaching in rural, suburban, and urban areas. Now, in the 1990s, as a newly created School of Education within a larger College at Oswego, we face a new call for the 21st century -- refocusing our program to effectively deal with the challenge of teaching in an urban setting.

A focus on urban education automatically implies a focus on the education of students of color. Forty years after the Brown decision, the segregation of students of color corresponds with the location of students in rural, suburban, and urban settings. In New York State, the population of students of color in large urban schools ranges from 40% to 85 %. Yet in suburban and rural schools the population of students of color ranges only from 5% to 15%. When we speak about urban education, we must give attention to the education of students of color.

For more than 130 years, we at SUNY Oswego have confidently developed education programs to address the current pedagogical issues, the needs of our students, and the projected needs of their students. In recent years, we have recognized that a general teacher preparation program will only minimally meet the

needs of schools in the larger cities. We look around and notice that neither our staff, nor the more than 800 undergraduate students in our program, embody the experiences, interest, or understanding that are necessary for successful urban teaching.

This paper reports on our efforts over the past two years to embrace a collaborative, long-distance relationship with members of the Syracuse City School District and Onondaga Community College for the purpose of strengthening the preparation of urban teachers, and ultimately the entire teacher education program. Syracuse, the closest urban setting to SUNY Oswego, is located about 40 miles south of the college. Thus our relationship with the educational institutions in Syracuse will remain a geographically long-distance relationship.

This version of our relationship comes from the perspective of college faculty. We eventually hope that members of the Syracuse City School District and Onondaga Community College will also share their versions of this effort.

Contributing to a Cycle of Urban Invisibility

Of more than 30 faculty in the Department of Curriculum and Instruction, less than ten percent are people of color. Only a handful of the faculty have had experiences in urban settings, and only one has a degree directly related to urban education. Any reflection of urban education issues that occurs in our program falls on the shoulders of these faculty members and a few others who share an interest in expanding our urban education interests. Even so, often the efforts of faculty interested in pursuing urban education issues fall on deaf ears of most of our students.

The vast majority of our students come from communities outside of the big cities in the state: predominately rural areas in the northern and central parts of our state, suburban communities that surround New York City or other large cities, or relatively small cities within a few hours driving distance from Oswego. The students of color in our undergraduate programs account for less than five percent of the population, even though in New York State, 41.6 percent of the public school students are people of color (State Education Department, 1993-94) (Figures 1 and 2). Very few

students in our program have grown up and attended schools in large cities. Some of those and a few others have indicated an interest in gaining experience in an urban setting.

Thus, in the School of Education, we find few students who come from the larger cities of our state and, correspondingly few who are interested in going to the cities to teach. Of course, this information is not completely surprising. Drop-out rates in this state's urban centers, where 45 to 82 percent of the student population are students of color, approaches 50 percent. Many of these urban students do not make it out of high school. Lomotey (1990) reports that "in urban schools nationally, the African American drop-out rate is close to 50 percent," and in our own New York City, the drop-out rate for African American males is more than 70 percent (p. 2). At the college level, we are part of a cycle that keeps urban citizens, including people of color, out of the education system (Kozol, 1991). Few students make it out of the cities to enter college education programs. Of these, only a few choose to enter a teacher certification program. When they get to SUNY Oswego, they find a program that only marginally addresses the issues relevant to education in urban centers, few faculty members who can speak to these issues, and fewer classmates who are interested in pursuing a career teaching in a large city. As a result we are preparing very few role models who will return to urban schools and successfully work as teachers. Thus the cycle of urban invisibility continues (Figure 3).

At SUNY Oswego, we have begun action to break this cycle by beginning a journey that will ultimately result in our taking an active role in the urban education movement. Our initial steps in this direction engaged us in a collaborative relationship with members of the Syracuse City School District (SCSD), the closest urban public school system, and Onondaga Community College (OCC), also located in Syracuse.

Moving Toward a Collaborative Endeavor

We see this challenge as more than just a way to expand or ensure the longevity of our education program at SUNY Oswego. We are committed to taking action to break the cycle that keeps urban students, particularly students of color, out of colleges and education programs. As previously mentioned, part of this cycle includes

education students who come from non-urban communities and are only interested in teaching in communities similar to the ones they left. Another part of the cycle is an education program that speaks primarily to the needs of communities outside of big cities. Even when our graduates find jobs in the cities, they are often "fish out of water." For example, in the closest city to our campus, Syracuse, the student population was 45.7 percent students of color, but only 11.7 percent of the faculty (including administrators, counselors, etc.) and 9.7% of teachers are people of color (Office of Instruction and Program Development, 1994). Last September, 1994, 133 new teachers were hired in the Syracuse City School District; only three of them were people of color. Thus the students of color see few role models encouraging them to pursue careers in education. If we look even closer, we find that the ranks of paraprofessionals in these schools -- the aides, teacher assistants, custodial staff, cafeteria workers, secretaries, and crossing guards -- include a much higher percentage of people of color. Paraprofessionals typically make up a third to half of all adults in any school building (Russo, 1992.) This racial stratification of workers in the urban schools is part of the hidden curriculum that suggests that people of color do not belong in the ranks of the professionals of the schools.

Initially our focus was to learn more about urban education and focus on recruitment and retention of urban education students and modification of the teacher preparation program. We began conversations with members of our own faculty as well as educators from OCC and SCSD. We were seeking ways to recruit more and more students interested in teaching in urban settings, expand an urban education interest among students, and develop strategies for advising and supporting interested students to insure the retention of students. We made a special commitment to focus our attention particularly on students of color. We also began a process to modify our teacher preparation program to accommodate urban education needs. We began with an assumption that a modification of our current program to speak more directly to urban education issues would actually enhance our entire teacher training program. Understanding the issues that are often raised in urban education discussions would benefit all of our students and faculty. In addition, the diversity of students that we would draw to our strong urban education program would enrich the mix of students who already attend our School of Education and further enhance the program we

offer. As the population of our urban centers grows, and as the percentage of people of color and poor people increases in the cities, an urban education initiative will help all participants work against cycles of poverty and racial/ethnic stratification.

Now at the end of the second year, we have also learned that the development of a collaborative, long-distance, multi-institution relationship requires a conscious effort to maintain communication and a collaborative spirit while developing a sustained urban education effort. Later in this paper we will address some of the dilemmas that have emerged and must be addressed if we are to nurture this long-distance relationship.

The Urban Education Initiative at SUNY Oswego

In this paper, we share some of our first steps in developing an urban education initiative. In the next section, we will share some of the earliest obstacles we faced. Next we will outline the initial steps in building a program, and some of the strategies in which we have invested time and energy to insure the success of our efforts. Finally, we will report on our successes after a second year of effort, some of the dilemmas we have discovered, and our plans for this and future years of this project.

Obstacles to Preparing Urban Educators

As we began talking with each other, and with educators in our area, we found several main obstacles (or challenges) blocking our efforts. These included the demands of a variety of stakeholders in our teacher education program; the limits of our local geography and climate; very limited resources for program research or modification; the limited expertise of our faculty; and the expectation of New York State and federal mandates. The parameters created by each of these factors, as well as the interaction among these factors, initially provided very limited space for movement toward an urban education initiative.

Stakeholders: Many groups have an interest in deciding the structure of the program in the School of Education: the education faculty; the students who enroll as education majors, and in Master's programs, and often their parents; arts and science faculty at SUNY

Oswego who provide the non-education component to the students' programs; teachers in local area schools who take our students for practicum and student teaching experiences; other SUNY colleges who offer similar education programs; local community colleges who send transfers to our program; and state taxpayers and legislators. In adopting an urban education initiative we added groups of stakeholders to this list: teachers, students and administrators from SCSD and OCC.

Each of these groups has program interests as well as economic interests in the nature of our programs. When we attempt to make changes, each of these groups must have a voice in shaping the intent and direction of the project. Thus any movement often becomes a slow and tedious project as we struggle to find options that simultaneously meet the complex needs of these stakeholders. In addition to building budgets and schedules, we were also required to build communication and trust collaboratively.

Geography and climate: Since the city of Oswego is on the shore of Lake Ontario, there is no northern access to school districts. Our location diminishes our options. The closest large city, Syracuse, is 40 miles south of Oswego. Rochester, the next large city, is 70 miles west. Harsh winters of freezing rain and regular lake-effect snowstorms also challenge our efforts at regular travel to these cities (Figure 4), as well as challenge those who attempt to visit our campus.

Limited resources: As with most institutions of higher education, the recent years have been almost as harsh economically as the Oswego winters. In addition, a movement to challenge the value of undergraduate education programs has resulted in a financial strain for our education program. The financial picture for OCC and SCSD is equally challenged. Proposals for resources must contain compelling arguments before any resources are provided within the institutions.

Limited expertise: We have already mentioned the limited experiences, interest, or knowledge of urban education. Across the college at Oswego, there is limited understanding and interest in urban issues resulting in only a few pockets of resources. As a result,

even within our ranks, movement toward conceptual understanding of urban education requires time and effort.

In addition, very few of us have had experience working within a collaborative model. Even a hierarchal model of communication and decision making would be challenged when participants from three major institutions attempt to work together for each other's benefit. Trying to actualize a conceptual model of collaborative work requires the recognition of a complex set of understandings, perspectives, and inter-relationships.

State and federal mandates: In New York State, as in many other states, degree and certification requirements have become more demanding. Of course, all of our major program changes must go through the labyrinth of State Education Department approval channels. In addition, there are other initiatives within our department that require attention and resources. Important issues like special education and technology and education must share resources with urban education initiatives. We recognized the need to infuse ideas from each of these areas into one strong teacher preparation program. Even with limited room to maneuver within these parameters we were able to involve our faculty, some students, and educators from SCSD and OCC in conversations about an urban education program. These conversations formed the solid ground on which we have begun to build a program.

Our Model for Developing an Urban Education Initiative

We envisioned three key branches of an effective urban education program operating within and supporting an umbrella formed by a Center on Urban Education (Figure 5), a collaborative structure of SUNY Oswego, SCSD, and OCC.

Recruitment: Throughout the nation, educators are recognizing the harm to urban students when teachers come from different cultural and ethnic backgrounds (Haberman, 1987; James, 1993; Middleton, et al, 1992). It is essential that we recruit students of color and other students interested in teaching in the cities. Our efforts include identifying students who are already in our program and who have an interest in urban education; recruiting students already in college who have selected other majors; graduates of four-

year or two-year colleges in something other than education who work in the cities; community college students; and even high school and middle-school students who are potential urban teachers. For each of these groups, our efforts are particularly focused on recruiting students of color.

Support services: Tinto (1993) and others have spoken of the need to help college students feel connected to the college in order to keep them in college long enough to graduate. This need is especially keen for students of color and other students from big cities who find themselves in the predominantly white, suburban climate of SUNY Oswego. In addition, we must deal with the changing climate of undergraduate education that includes larger numbers of commuter students, non-traditional students, and transfer students. We have begun to establish links to financial, social, and academic support systems already established at the college as well as developing new systems of academic and social support within the school of Education. We have also begun to develop support links for students who travel across the institutions: from high schools into community college or directly into SUNY Oswego; from OCC into SUNY Oswego; and from employment as teaching assistants into SUNY Oswego.

Program modifications: We recognize that courses that have typically addressed issues for suburban, small city or rural schools do not necessarily meet the needs of teachers preparing for urban education. We have begun to review and modify current options, as well as developing new configurations that specifically address urban education issues. This includes course revision, program revision, increasing urban field placement options, and offering education courses in SCSD school buildings. We envision that this effort will eventually affect all of the programs currently offered in our School of Education.

The Center on Urban Education (CUE): We are seeking to "serve people where they are," through the development of a Center for Urban Education. This project began in the 1993-94 year as a collaboration effort between SCSD and SUNY Oswego, and has since expanded to include OCC. The center will encompass all projects geared to enhance urban education recruitment, retention, and programming efforts. This includes providing options for

employees of the Syracuse City School District to earn Baccalaureate and/or Master's degrees while working in a city school setting. We envision a center that will seek "a diverse group of students who will be required to foster and develop the attitudes, knowledge, and skills necessary to be successful educators in an urban environment" (CUE concept paper, developed jointly with the SUNY Oswego School of Education and the Syracuse City School district.) Specific components of this urban education initiative are described below.

Strategies for Success: We began this urban education initiative with assumptions that certain strategies would help ensure our success in this project. First we needed to begin and sustain a conversation about urban education with key stakeholders. Second, we needed to obtain resources that would provide more room to maneuver within the parameters set by the factors we discussed earlier (Figure 6). Third, we needed to be open to information from participants, flexible enough to adjust our course, and ready to take advantage of new opportunities.

We began the conversation with a nucleus of one, our Dean who had a great deal of experience with urban education and with minority recruitment efforts. Dr. Middleton began the conversation at SUNY Oswego, and within a short time found faculty who shared his interest in this project. He also initiated conversations with educators in the SCSD, other faculty and staff at SUNY Oswego, and educators at OCC. As support for the idea builds, we continue to engage more and more educators in the conversation about urban education.

As we continued the conversations, the pool of interested participants grew at each institution. At OCC it includes administrators, instructors, and students ready to transfer to SUNY Oswego. Within the SCSD the pool includes administrators, board members, teachers, teaching assistants, and high school students expressing an interest in teaching. At SUNY Oswego, the pool includes administrators, faculty, staff, and education students, both undergraduates and graduates. Sustaining communication among these groups and understanding the messages members of the groups share has become one of the challenges we face as we enter the third year of this project.

One result of these conversations was an Annual Minority Recruitment Conference sponsored jointly by SUNY Oswego and the University of Kentucky. Other results include the collaborative development of a concept paper for the Center on Urban Education; conducting a New-York-State funded Urban Teacher Opportunity Corps (UTOC) project; winning a HUD grant for a Super Summer 1995, Youth Sports Grant Program, an on-SUNY-campus program for urban high school students; being invited to submit a second-round FIPSE proposal, "Center for Urban Education: Transforming a Filter Into a Pump...to nurture the development of teachers committed to and prepared for the unique challenges of urban education in the 21st century" (SUNY Oswego, 1995); beginning an academic advisement project for SCSD employees, OCC students, and SUNY Oswego students interested in urban education; conducting a program revision project within the Department of Curriculum and Instruction at SUNY Oswego; and developing a project to support SCSD teaching assistants as they complete undergraduate degrees in education.

We expected that continued conversations and expanded funding would lead to flexibility in our school's resources allowing for informed decision making, a recognition of the importance of this issue, and urban education becoming an integral part of our teacher training program (Figure 6). Thus far, our strategies have proven at least partly successful. In the next section, we will describe our progress thus far.

Progress Report After Two Years

As we described earlier, the urban education initiative at SUNY Oswego began with just a few people and has grown to include many faculty in our School of Education, faculty and staff within the larger college at SUNY Oswego, educators in SCSD, and faculty and staff at OCC. At the end of year one, we were pleased to have begun conversations and developed some dreams. At the end of year two, the circle of involvement has grown to include more participants and several projects (Figures 7 and 8). Clearly, the issue of urban education is in the minds and on the lips of faculty and students throughout our department. Below is a brief summary of several projects that are in progress within the scope of the Center on

Urban Education and deriving from collaborative efforts of SUNY Oswego, OCC, and SCSD.

The Center on Urban Education Concept Paper, Spring 1994: This concept paper was developed jointly between faculty in the School of Education and faculty and administrators in the Syracuse City School district outlines the need for course development, skills and attitude development, and a structural program design for a center housed in Syracuse.

It marked a commitment of both institutions to work together on recruitment, retention and training within a teacher preparation program. The over-all concept of the Center on Urban Education has become our guiding image.

The Urban Teacher Opportunity Corps (UTOC) Project, Fall 1994 (Recruitment, Support Services, and Program Development): We received a grant from the New York State Education Department for the 1994-95 year, with a commitment for 1995-96, and have began program development congruent with the Center on Urban Education concept. This project has become a joint effort between SUNY Oswego, OCC, and SCSD. As a result of the impetus of this grant, we have developed stronger ties to both OCC and SCSD. These ties have led to the development of many of the projects listed below, including increased advisement of OCC and SUNY Oswego students interested in urban education, education program revision, and increased institutional support from SUNY, OCC, and SCSD.

This grant, accompanied by college resources, has provided one quarter release-time for five faculty members in the School of Education and one faculty member at OCC. The grant has also provided assistantships for two graduate students who are obtaining certification as teachers.

Super Summer 1995, Youth Sports Grant Program (Basualdo and others, 1995): This program was contracted from the federal HUD through the Syracuse University Housing Authority. It will be an intensive summer residential experience for 85 urban high school students. Its purposes are to: give students a taste of college life; academically enrich students through challenging activities and courses with approaches different from their past classroom

experience; and, strengthen the students' understanding of the relationships between physical health and resistance to drugs and other risk factors they face in their daily environment (SUNY Oswego, 1995).

Staff at SUNY Oswego will work with members of SCSD and other Syracuse community agencies to select students and provide this summer experience. This grant also provides resources for employing students, teachers, and college employees during the summer, allowing for another vehicle support of for urban education students.

FIPSE Grant Proposal -- Center for Urban Education: Transforming a Filter Into a Pump, Spring, 1995 (Fleury, 1995): This second-round proposal links the of the original Center on Urban Education efforts and the Urban Teacher Opportunity Corps Project. It reflects the evolving conversation and commitment of SUNY, SCSD, and OCC to institutionalize urban education. It provides for school district teaching assistants to receive support from all three institutions to complete a degree in education. The project also calls for joint efforts at recruitment, employment, support, and programming to ensure the success of selected students. This includes team-taught courses by faculty from the three key institutions. In addition, the proposal allows for several SUNY Oswego scholarships specifically marked for urban education students.

Academic Advisement Project, beginning Fall 1994: This advisement project crosses many boundaries. It is partially supported by the UTOC project, OCC, SUNY Oswego, and SCSD. Students in each institution are regularly provided advisement from SUNY Oswego academic and support services staff. This advisement occurs at all three institutional sites, and is geared to helping to simplify the bureaucratic maze that students must travel in transferring to SUNY Oswego and completing an education degree. While our primary goal is to identify students of color who are interested in urban education, a related goal is to also identify and work with all students who are interested in urban education. We have also established much closer links with admissions and advisement offices on our campus to coordinate these efforts. Taking on this support role is somewhat unusual for faculty and staff in an academic

department. However, it is essential that we understand the financial and social components of our students as well as their cognitive and emotional characteristics.

Academic Program Revision, beginning Fall 1994: In addition to identifying and supporting students, members of the UTOC and the Department of Curriculum and Instruction have begun two main efforts relating to program revision. The main effort concerns developing an Urban Education strand with the current teacher training programs in elementary education, secondary education, and vocational and technical education. The second effort is in supporting an over-all program revision project within the Department of Curriculum and Instruction. Both efforts are attempting to establish practices that include urban school field placements, arts and science course support of issues related to urban education, and the inclusion of urban education issues in education courses.

SCSD and SUNY Oswego Teaching Assistant Project, Fall 1995: While the support and instruction of SCSD teaching assistants is a component of both UTOC and FIPSE efforts, we have been successful in ensuring that this component will continue even if the grant support does not materialize. This project includes academic advisement, SCSD tuition support, and SUNY Oswego education courses that incorporate urban education issues to be offered in SCSD schools. Another goal of this project is to develop the courses so that they can be team taught by SUNY Oswego and SCSD faculty.

Changes in the conversation among students and staff: We are already noticing results of our efforts within the Curriculum and Instruction Department, in the form of changes in conversation among students and staff. Students are talking about teaching in the cities. When staff gather, there is mention of urban education as a key issue to consider. Students are beginning to ask questions about getting practicum and student teaching experiences in the cities. These changes in conversation are the result of conceptual changes already underway in our School of Education.

Dilemmas and Challenges

While we have much progress to report, we have also

discovered some dilemmas to resolve and very important challenges to meet. These include facing the challenge of collaborative efforts, identifying and contacting students, and the extent of our commitment to working with students of color. Each of these will be discussed briefly below.

The Challenge of Collaborative Efforts: Outside reviewers consistently praise the worthiness of our establishing this initiative within a multi-institutional context. In addition, we believe that continuing this collaborative effort will help us create the best possible urban education program. Yet, as we continue to widen and deepen the spheres of involvement at each institution and between institutions, we experience growing pains. Several questions have emerged. As we widen the circle, who gets included? How do we continue to effectively keep involved with the variety of people with whom we have worked already, while expanding to additional people? How do we help all the people who have been working on this initiative, as well as all the people who continue to join the project, to see that each is only one part of the dynamic process? How do we account for voices of participants who speak from different levels in the institutional hierarchies of the three institutions?

There are no simple answers to this challenge of sustaining communication, trust, and collaboration within a growing project. It may be that merely recognizing the importance of this challenge moves us closer to meeting it successfully.

Identifying and Contacting Students: Since urban education is a relatively unique concept, we have found some dilemmas in finding and contacting students. The most efficient method seemed to be using administration resources to identify students of color, since this is a population with which we are especially interested in working. However, obtaining these names raises some important issues about confidentiality and privacy. In addition, the data we have collected is somewhat flawed; some students we know do not appear on the lists; other students that are European American appear on lists identifying students of color. Even if we chose to continue this process, and theoretically identify a number of education students as potential candidates for our program, contacting them and receiving a response continues to be a problem.

Using other less intrusive, and perhaps less efficient methods, we have attempted to develop an Urban Education Club and used fliers to notify the entire campus community. We have also sent these fliers to a list of interested or identified students. Yet the turnout at Urban Educational Club events has been minimal, even when education faculty announce these events in classes.

We continue to struggle with this dilemma. Perhaps as the concept of urban education grows on our campus, the response of students will increase. Since we have a very small percentage of students of color (less than 5%), the potential of students passing this information by word of mouth is also minimal.

The Extent of Our Commitment to Working With Students of Color: This is one of the most controversial topics with which we deal. We do not want to deny involvement to any participant of our institutions who wants to contribute to this project, including any students who are interested in teaching in an urban setting. Yet we are aware of the huge disparity in the percentages of students of color and teachers of color in SCSD and other urban school districts as well. When we began this project, one goal was to increase the numbers of students of color in our education classes and ultimately increase the numbers of teachers of color in SCSD. While this may be an admirable goal, we have seen signs that suggest that, in actual practice, achieving this goal is not simple.

We must tread a thin legal line as we decide who will receive benefits such as scholarships, teaching assistantships, graduate assistantships, or seats in classes taught in SCSD. Up to this point we have tried to consistently develop procedures that open involvement to all interested people, while at the same time making extra effort to identify, contact, notify, invite, and/or include the people of color who are part of each of the groups with whom we work.

Conclusion

"Forward-looking educators are asking students to transform themselves into active learners who can exhibit, defend, and use their knowledge, opinions, and skills effectively." (Jarvis and Reilly, 1994) In the School of Education at SUNY Oswego, we take this

charge very seriously. For more than 130 years we have been training teachers. Today, several factors, including little interest in teaching in big cities exhibited by our undergraduate students, very low numbers of people of color in our education programs, and high dropout rates in New York State's big city school districts, point to a need for us to focus on developing an urban education initiative. Our goal is an effort to interrupt the cycle that keeps urban students out of education programs.

This paper is a progress report on our recent efforts to prepare future teachers for teaching in large city schools. We have begun an urban education initiative at SUNY Oswego in spite of several obstacles including: the needs of a variety of stakeholders in our teacher training programs; a geography and climate that limits access to urban areas; limited resources; limited urban education expertise of our faculty; demanding New York State and Federal mandates; and competing interests of other important programs.

We envision three key branches of an effective urban education program that will operate within and support an umbrella formed by a Center on Urban Education located in the closest large city. The three branches include: aggressive recruitment of students of color and other students with interest in teaching in big cities; providing a conduit of support services to retain these students in our program until they successfully complete it; and making program modifications that specifically address urban education issues.

The Center on Urban Education, developed in conjunction with the Syracuse City School District, and located there, will provide the vehicle to help us accomplish our goal to foster and develop the attitudes, knowledge, and skills necessary to be successful educators in an urban environment.

Our efforts flowed from early conversations to the joint development of a concept paper for a Center on Urban Education, and a successful attempt to acquire resources through a state funded Urban Teacher Opportunity Corps grant, to the development of several projects including a Super Summer on-campus program for urban high school students, a second-round FIPSE grant proposal, an academic advisement project at three institutions, and a

collaborative program to help teaching assistants obtain a teaching degree.

In spite of, or because of these positive steps we have also discovered some challenges to our continued success and dilemmas to be solved. These include sustaining communication within a collaborative model, determining how to effectively identify and contact potential students without intruding on their privacy, and meeting our commitment to a focus on students of color.

At SUNY Oswego, the conversations about urban education are continuing among faculty and students in three different institutions. While we continue to nurture this long-distance relationship, we are well on our way toward meeting today's need for the development of an urban education program so that we are prepared to meet tomorrow's necessity of well trained teachers to teach in our urban schools.

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On Improving the Retention Rate of African American Law Students: The Experiment and Experience at Duquesne University School of Law

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As measured by rate of retention and grade point average, African American law students have been traditionally less successful than other students. This is especially so in the first year of law school, though African American students have also tended to score lower, and have a lower pass rate, on state bar examinations. While a number of explanations have been advanced to explain these results, few law schools have attempted to address the core problem of uneven performance during the first year of law school.

Like at other law schools, the retention rate and performance level of African American students at the Duquesne University School of Law have been lower than those of other students. In the summer of 1994, at the urging of and with the support of the Black Law Students Association (BLSA), the Dean of the Law School implemented an experimental academic support program to address the dual problems of lower retention and performance. This program has taken the form of a limited enrollment workshop that provides intensive additional experience in legal analysis and writing. The remainder of this paper provides further elaboration on this workshop as well as on the more generalized problem of uneven performance and retention rates of African American law students.

The Historical and Academic Setting

While African Americans, who like women and members of other ethnic minority groups, have made major strides in law school admissions, law faculty recruitment, and bar admissions, the historical starting point for African Americans can be traced to outright exclusion. Many law schools initially refused to accept African American students, while in some state, separate law schools were maintained for African American students. Similarly, the American Bar Association (ABA) actively discouraged the admission of African American lawyers into its ranks until 1943. The United States Supreme Court's decisions in Brown

v. Board of Education, 349 U.S. 294 (1954), and in Sweatt v. Painter, 339 U.S. 629 (1950), ended the practice of separate "white" and "black" law schools.

Recent years have seen a steadily growing enrollment of African American law students accompanied by retention rates that are lower than those for Caucasian students. All students, however, face a challenging and stressful environment in law school. Students in their first year of law school must undergo a major transformation. They must be socialized into a profession and enter a new professional discourse community. They must acquire a complex set of interdependent skills in reasoning and argumentation. Their cognitive and ethical development during this period is marked.

The Situation at Duquesne Law School

Established in 1878 as a college of arts and letters, Duquesne University became the first Catholic university in Pennsylvania in 1911. In that same year, the university established its school of law. The law school is approved by the American Bar Association and is a member of the Association of American Law Schools. Student enrollment is approximately 700, and the school maintains both a full-time program and a part-time evening program with approximately 100 students in each program each year. Admission criteria and performance standards are the same in both programs. Students must achieve and maintain a minimum grade point average of 2.975.

The retention rate for African American law students has been consistently lower than that of other students, especially after the first year. Those students who succeeded in completing the first year were typically situated in the bottom half of their class and quite often remained there throughout law school. In addition, African American students who graduated and took the bar examination immediately following graduation had lower passing rates. (See table on following page.)

The Legal Writing Workshop

Concerns of the president of BLSA and of the Dean and faculty of the law school prompted action in the summer of 1994. An experimental academic support program was implemented to address the dual problems of lower retention and performance. The program has taken

First Year of Enrollment	Total Number of African American Students Enrolled	Total Number of African American Students Dismissed for Academic Failure after First Year	Total Number of African American Students Who Passed the Bar
1985	8	2	5
1986	6	4	2
1987	10	3	4
1988	7	3	2
1989	6	3	2
1990	14	3	6
1991	11	6	2
1992	16	3	---
1993	20	2	---

the form of a limited enrollment workshop that provides intensive additional training in legal analysis and writing. Participation in the workshop is voluntary, and no grade is assigned for the course. Students must sign a written commitment agreement in which they promise to attend class on a regular basis and complete all assignments with their best effort. (See appendix.) They receive extensive feedback and meet with their professor for individual appointments to review their performance and to discuss their experiences in law school. Moreover, the class is not restricted to African American students in order to avoid potential stigmatization; students from other under-represented groups and at-risk Caucasian students are part of the class. The students also receive training in basic study skills and exam preparation.

Several of the features just mentioned require particular elaboration:

1. Legal skills content. The workshop focuses on providing supplemental training in basic legal thinking and legal writing skills, exclusively. As previously discussed, these skills are critical to developing the capacity and competency for lawyering. These skills are emphasized in the students' other course work, but additional reinforcement is provided in the workshop.

2. Voluntariness. It was decided that the workshop would be voluntary. Our concern was that we avoid the creation of a required remedial program that might meet with resistance. The philosophy was simple: those who desire extra intensive help have it available to them, but it requires personal initiative and commitment.

3. Open Enrollment. We did not want to create what could effectively emerge as a "segregated" remedial program. Thus, we actively encourage African American students who are academically at-risk, but we also welcome the participation of all students who desire to make the commitment to the workshop.

Presently, there are eleven students in the program. Seven of these are African American, one is Asian American, and the remainder are Caucasian. Three of the eight students are male. In general, the students have performed quite well and report that they find the workshop to be quite helpful. All of the students appear to be headed for

a successful completion of their first year, although the final results await the end of the term and further assessment over the summer.

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The Negative Effects of Homogenization in Admission Requirements: Recognizing and Validating Difference

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Although only six in ten entering full-time, traditional-age students actually persist to graduation (Tinto, 1987), most institutions continue to apply the traditional admissions criteria in hopes of correctly predicting student persisters. Those criteria focus on standardized achievement test scores and high school grades. While previous studies (e.g., Munro, 1981; Thomas & Andes, 1987) demonstrate the usefulness of these criteria in predicting persistence, most researchers have not examined the validity of these measures for selected populations, holding other mitigating factors constant. As noted by Pascarella and Terenzini (1991), the postsecondary education literature abounds with what are seemingly sincere statements about the need to respect individual student differences. Despite this, research has not focused on conditional effects--that is, assessing differences for various populations. This study explored these effects.

While most of the empirical research on college persistence has substantial limitations that have been well documented by those who have completed sizable portions of that research (Pascarella & Terenzini, 1991; Tinto, 1975, 1987), the question of primary importance remained virtually unaddressed. That is, all else held constant, do factors influencing student persistence differ for students according to race, gender, or socioeconomic background? If so, what factors increase the likelihood of student persistence for low-income, minority students during the freshman year?

The present research design built upon previous empirical research, making improvements in sample representativeness and including conditional effects of race, gender, and socioeconomic characteristics. The study was quasi- experimental, following a non-equivalent control group design that was post-fact longitudinal, using a cohort of 1980 sophomore high school students who began full-time study at a four-year postsecondary institution in fall 1982 (Sebring, Campbell, Glusberg, Spencer, & Singleton, 1987). The unit of analysis was individual student persistence, as measured by continuous full-time enrollment in college-level course work.

Results from a series of logistic regression analyses, examining freshman year persistence of 2,447 students from the High School & Beyond (1980 Sophomore Cohort) database, suggest the need for new approaches to admission and retention efforts in higher education. When the sample was disaggregate by race, gender, and socioeconomic levels, differences existed in the demographic, psychosocial, and precollege educational variables that were significantly related to persistence beyond the first year of college. The question that we are challenged to explore is: To what extent are we willing to alter our sacrosanct criteria for admission and make way for more accurate and culturally appropriate predictors of college success?

By running a logistic regression analysis for various subgroups, comparisons could be made in variables found to be significant predictors of persistence for each group. This approach was seen as the best available means for determining which factors impacted upon persistence for selected groups of students. Results indicated that both high school grades and achievement test scores are of questionable value in predicting persistence for selected populations. High school grades remain the single best predictor of persistence, but only for those for whom the system already works so well -- those who are white and not poor. Statistically significant differences ($p < .05$) existed across groups in the demographic, psychosocial, and precollege educational variables that were significantly related to persistence during the first year of college. Findings therefore substantiate the hypothesis that predictors of student persistence through the first year of college differ for students of various gender, racial, and socioeconomic groups. That is, the same variables are not useful predictors of persistence for all students (Table 1).

Results of the logistic regression analyses for each gender indicate that not one of the variables found to be significant for the entire sample remained significant for both males and females. This finding underscores the need to examine persistence for various subpopulations, rather than generalizing findings based on a heterogeneous sample. Whether or not the student reports liking to work hard in school is a significant predictor of persistence for males, but not females. Likewise, students' high school grades and the extent of participation in high school activities are positively and significantly related to persistence for females, but not males. No institutional variable proved significant for females, but for males the likelihood of persistence in college decreased by just under one percent (.94%) for each 1% increase in the proportion of undergraduates enrolled at the student's college. That is, males had a greater likelihood of persisting

TABLE 1: SIGNIFICANT POSITIVE PREDICTORS OF PERSISTENCE

ALL INST.	ALL H.EDUC.	MALES H.EDUC.	FEMALES H.EDUC.	LOWEST QUART. H.EDUC.	MIDDLE HALF H.EDUC.	HIGH QUART. H.EDUC.	HISPANICS H.EDUC.	AFR-AMER. H.EDUC.	WHITE H.EDUC.
GENDER(M)	GENDER(M)								GENDER(M)
HS GRADES	HSGRADES		HSGRADES		HSGRADES	HSGRADES			HSGRADES
				HS VOC PROG		HS GEN/ACAD			
	HSACTIV.		HSACTIV.	HSACTIV.	HSACTIV.				
NO WORK HARD	NO WORK HARD	NO WORK HARD			NO WORK HARD				NO WORK HARD
								POS. SELF-ESTEEM	
PRIVATE INST.					PRIVATE INST.				PRIVATE INST.
GRAD ENROLLMT	GRAD ENROLLMT	GRAD ENROLLMT		GRAD ENROLLMT					GRAD ENROLLMT
Pseudo R^2 =									
6.6%	7.9%	10.5%	7.5%	18.3%	11.7%	8.5%	14.4%	16%	8.39%
Correct Classification =									
3.71%	4.21%	10.77%	7.26%	36.36%	2.42%	6.73%	18.6%	19.5i7%	4.83%

through the freshman year at institutions with comparatively large graduate student enrollments. What is clear from this analysis is that certain variables are useful in predicting persistence for one gender, while being of little use in estimating the likelihood of persistence for the other. For instance, liking to work hard in school decreased the likelihood of males persisting by 39%, while this variable had no significant bearing on persistence for females. Likewise, if females attend an institution with a large percentage of undergraduates, their chance of persisting to their sophomore year is not hindered as it is for males. The direction of the effect for each significant variable remained the same as in the model generated for all students. This finding suggests that institutional characteristics may be more related to persistence for males than females.

No one variable proved to be a significant predictor of persistence across all socioeconomic groups, again underscoring the necessity of examining persistence for specialized populations. Type of high school program, number of high school activities, and the proportion of undergraduates in the college all served as significant predictors of persistence for those in the lowest socioeconomic quartile. Students who completed vocational programs in high school were 24% more likely to persist in college than their counterparts who completed academic high school programs. When compared to those completing general high school programs, students completing vocational programs proved to be over six times more likely to persist in college. While this finding was contrary to that expected, factors not included in this model may account for this anomaly. For instance, the students from vocational programs may have entered an institution under a special program with sufficient support services to give them a better than average chance of success. Also, bear in mind that the sample was restricted to only those students who were accepted and enrolled full-time in four-year colleges and universities.

Participation in high school activities increased the likelihood of persistence for students from the lowest socioeconomic quartile. Each activity participated in increased the chance of persisting by a factor of 1.29. This relationship between high school activities and persistence is consistent with that found for the entire sample. Consistent also with findings for the total sample, students in the lowest socioeconomic quartile had less chance of persisting at institutions where undergraduates comprised a high proportion of the student enrollment. In fact, for every ten percent increase in the proportion of undergraduates enrolled, the likelihood of student persistence decreased by about 10%.

Unlike their less affluent counterparts, students from the middle half of the socioeconomic distribution showed no change in the likelihood of persisting based on the undergraduate/graduate composition of the student body at their colleges or universities. However, another institutional characteristic surfaced as a significant predictor of persistence. Attending a private institution almost doubled (91% increase) the likelihood of persistence among middle-income students.

No demographic or psychosocial characteristics proved to be significantly related to persistence for students in this income category. However, three precollege variables emerged as good predictors of persistence (high school grades, high school activities, and liking to work hard). These variables were the same as those resulting from the model of persistence in higher education for the total sample. Here again, students who reported not liking to work hard in school, yet earned high grades and participated in numerous activities, were those most likely to persist in college.

Persistence among the most affluent 25% of the students was related only to two precollege variables (high school grades and type of high school program). No demographic, psychosocial, or institutional factors appeared to influence the likelihood of persistence for this subgroup. Contrary to findings for students in the lowest socioeconomic quartile, completing either a general or academic high school program increased the likelihood of persistence. In fact, students graduating from either program were over six times more likely to persist in college than their counterparts completing a vocational high school program.

Consistent with the relationship found among middle-income students, grades of at least B/C in high school increased the likelihood of persistence at least 30%. Students with mostly As were over two and one-half times more likely to persist in college than their peers with Cs and Ds in high school.

The sample was then disaggregate by race, omitting those students who were either Native American or Asian/Pacific Islanders due to insufficient numbers in each of these categories. Table 1 presents findings generated from conducting separate logistic regression models for the remaining racial groups (Hispanics, African Americans, and Caucasians). No one variable was a significant predictor of persistence for all three racial groups and, in fact, no variable was significant for any two groups.

Once again, this emphasizes the need to address persistence for focused groups of students.

Among the fifteen independent variables included in the model, not one proved to be a significant ($p < .05$) predictor of persistence for Hispanic students. While no variable was significant at the .05 level, four variables proved to be significant at the .1 level (high school program, liking to work hard in school, number of high school activities, and source of institutional control). The existence of these relationships point to the need to further explore confounding variables for Hispanic students.

For African Americans, only one variable proved to be significantly related to persistence. Problems associated with self-esteem were inversely related to persistence, with students having high levels of self-esteem being those most likely to persist in college. Students whose problems-with-self-esteem scores were one standard deviation above the mean (84%percentile) were 59% less likely to persist than those students with average self-concept scores.

Significant predictors of persistence emerged from each of the three clusters of variables (demographic/ psychosocial, precollege schooling, and institutional factors) when the logistic regression model was calculated for white students. Males attending private institutions were over five times more likely to persist in college than their female counterparts attending public institutions. Once again, high school grades were significantly and positively related to persistence and liking to work hard in school was inversely relate to persistence. As was also true in the model for all students, percentage of undergraduates comprising the total student population appears to impact negatively upon persistence.

When the total sample of students was disaggregate by gender, socioeconomic status, and race, variations emerged in those variables that proved to have a significant relationship to persistence. These variations accentuate the positive gain from estimating persistence for special populations, as opposed to overgeneralizing from a sample dominated by one gender, race, or socioeconomic group.

Table 2 summarizes not only the variables found to be related significantly ($p < .05$) to persistence, but the subpopulations most affected by that factor. Such an analysis helps to clarify the complex mix of determinants of persistence for students of various groups. Given the reliance of

TABLE 2: COMPARATIVE ANALYSIS OF FACTORS RELATED TO PERSISTENCE FOR VARIOUS SUBPOPULATIONS

VARIABLES POSITIVELY AND SIGNIFICANTLY RELATED TO PERSISTANCE	SUBPOPULATIONS		
	GENDER	SOCIOECONOMIC QUARTILE	RACE
Being male	n/a		Whites
High self-esteem			Afro-Americans
High grades in school	Females	Middle & Upper	Whites
Academic or general high school program		Lowest (neg) & Upper (pos)	
Not liking to work hard in high school	Males	Middle	Whites
Participation in high school activities	Females	Lowest & Middle	
Attending a private college/university		Middle	Whites
Attending a college with a high proportion of graduate students	Males	Lowest	Whites

college admissions committees on high school grades, it is interesting to note that grades remain the single best predictor of persistence, but only for those for whom the system already works so well--those who are white and not poor. Minority students and those from the lowest socioeconomic quartile do not show e higher persistence rates in college if their high school grades are good. This is especially true for poor, minority males. In fact, general high school preparation appears to be unrelated to persistence for those who are poor, since poor students who graduate from vocational high school programs actually evidence higher rates of persistence than their peers from general or academic programs. In addition, composite achievement test scores were not helpful in predicting freshman year persistence for any group.

These and other findings suggest the need to seek a new set of college admission criteria that will truly help identify those low-income minorities who show promise of persisting in college. By continuing to apply the same admissions criteria to all, we are systematically excluding a segment of the population who could benefit most from participation in higher education (Mortenson & Wu, 1990). The justice of allocating scholarship funds to those with higher SAT or high school grades is also called into question, as neither is a good predictor for low-income students, especially minorities. The data also suggest a need to examine differences in learning styles among low-income students. Participatory learning modalities and experientially-based college curricula are expected to have positive effects on retention of economically poor students as suggested by higher rates of persistence among those graduating from vocationally-oriented programs.

This research has implications for a number of professionals. Educators in both primary and secondary schools, as well as on the college level, who are particularly interested in exploring differential approaches to learning and methods and materials that might enhance learning for special populations may find clues in this research. Also, administrators who dare to carefully reexamine institutional practices in light of new information will find these data to be a useful basis upon which to question recruitment efforts and admission criteria, as well as instructional pedagogy. Finally, those interested in developing public policy initiatives that will promote higher retention rates among low-income and minority students can use this information and that of researchers such as St.John, Kirshstein, and Noell (1991) to formulate new approaches in college student financial aid

programs and in considerations made in financing colleges and universities that recognize and respect difference.

The proposed policy and curricular changes require additional research and an openness to radical change. The lack of satisfactory substitute measures and the perceived high costs of radical change in terms of institutional reputation and resources may impede efforts toward systemic change. But, that does not negate the assertion that change is necessary if higher education hopes to move beyond the goal of increased access to increased educational attainment for traditionally underrepresented students.

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Retention of Minority Teachers: The Lehman College Family Model

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The Family Model has evolved from hiring practices in New York City schools and from our beliefs about the content of teacher education programs which prepare teachers for urban schools. As college faculty we were faced with the dilemma of how best to provide a program for teachers who were assigned to classrooms, but had no or minimal background in education and were, therefore, unprepared and uncertified. The majority were non-traditional beginning teachers. They were older, embarking on second careers or products of career ladder programs. Some were recent immigrants and in the process of acquiring English as a second language. These were adults with familial responsibilities--children, aging parents and problems associated with urban life. Classroom teaching abilities were varied, but often they were successful practitioners without the theoretical knowledge and scholastically not prepared for certification exams. Recognizing that the number of minority teachers is diminishing and that the need to strengthen inner city schools is pressing, it was clear that a different type of program was needed to ensure teacher retention.

We believe that teacher education should be site-based and we recognize the need for college faculty to be collaboratively involved with local schools. Additionally, we believe that college faculty are not necessarily the best providers of practical hands-on school-based experiences which practicing teachers need. The use of mentoring as an alternative to a teaching internship for individuals who are already assigned to classrooms was proposed as a means to improve urban teaching. Given these beliefs and realities, a program with mentoring as part of a support system was developed in order to retain minority teachers in very difficult, low performing schools. Understanding the context--the college, the public schools and the teachers--is essential to understanding this teacher education model.

Lehman College is a four year college located in the northwest Bronx. It is part of the City University of New York. Formerly part of Hunter College, Lehman became a separate entity in

1968. Lehman is basically a liberal arts institution, but traditionally has had a strong teacher education program. Presently the Division of Education includes three departments and a literacy institute. The Teacher Opportunity Corps (TOC) and Pathways to Teaching (PTT) programs are part of the Department of Early Childhood and Elementary Education. It is from these programs that the Family Model is evolved.

The Master of Science Program in Elementary Program is a traditional program designed for persons currently teaching who do not have state certification. Given the ongoing need for teachers in New York City, especially in the most difficult schools, a system of conditionally hiring teachers is practiced. As illustrated in Figure 1 it consists of foundations courses (Educational Psychology and School and Community), methodology courses (math, reading, science, social studies/curriculum development, computers in the classroom and mainstreaming) and classroom research and inquiry (project seminar). This course of study is followed by the teachers in the TOC and PTT programs; however, a system of supports is provided to assist the in-service teachers who are teaching in overwhelmingly difficult situations without benefit of teacher education theory and practice. These supports enable them to succeed in their classrooms, to complete the master's degree and to become permanently certified.

According to Haberman(1987) "...in each five year period fully one half of the total teaching force leaves the profession and must be replaced. The number leaving the profession is markedly higher in most urban school districts."(p.3) In addition, the dropout rate for new teachers is frequently 40% in urban schools such as those in New York State which have been labeled Schools under Registration Review (SURR). These schools are characterized by declining scores in reading and math and poor attendance. Additionally, these schools have large numbers of uncertified teachers, often inexperienced or acting principals and few provisions for staff development. This model was designed to recruit minority teachers from these most difficult schools and provide a graduate program which would increase their pedagogical knowledge and skills and provide academic, professional and personal support which will result in their retention in teaching and permanent certification.

Figure 1

COURSES 32 CREDITS REQUIRED TO COMPLETE THE ELEMENTARY EDUCATION DEGREE

Group I	**12 credits required**		
EDE	630	Educational Psychology or	3 credits
EDE	701	Advanced Educational Psychology	3 credits
EDE	703	School and Community	3 credits
EDE	632	Curriculum Development in the Social Science	3 credits
GROUP II	**12-17 credits required**		
EDE	621	Introduction to Reading	3 credits
EDE	622	Advanced Methods of Teaching Reading	3 credits
EDE	640	Methods of Teaching Mathematics	3 credits
EDE	651	Methods of Teaching Science	3 credits
EDE	728	Children's Literature	3 credits
EDE	777	Computer Instruction in the Elementary School	3 credits
EDE	611	Seminar (required)	3 credits
EDE	612	Seminar (required)	3 credits
GROUP III	**6 credits**		
EDE	705	Project Seminar (required)	3 credits
EDE	706	Project Seminar (required)	3 credits

The graduate population of Lehman College is almost evenly divided between part-time and full-time students, with the former approximately 1,693 and the latter 1,775.

Since Lehman College is located in the Bronx, a substantial proportion of its undergraduate population lives in the Bronx. Many of these residents are immigrants from the Caribbean or Latin America and for many English is not their first language. With the exception of three or four neighborhoods where residents are primarily descendants of European Americans, the Bronx is populated by African Americans and Hispanics. Figure 2 summarizes the income distribution and educational levels of Bronx residents. Many of our students are the first in their families to eam college degrees.

The ethnic population of students in the TOC and PTT programs reflects the general population of the Bronx. This is illustrated in Figure 3. The program participants are 28% male and 72% female. The percentages of males, especially minority males, is higher than usually found in education programs. Graduate programs in general at Lehman are 28% male and 72% female. The ethnic/racial distribution of the total graduate program is approximately 25% black, 7% Asian, 20% Hispanic and 47% white. This contrasts sharply with the ethnic/racial population of the TOC and PTT programs, which are 45% black, 46% Hispanic and 9% white.

What Are The Program's Key Features?

TOC and PTT are parallel programs which include the following:

Master of Science Degree Program: This is the traditional program as described above, including 32 to 35 credits of course work culminating in a research/inquiry project. Toward this end adjunct faculty have been recruited from the local school districts in which our TOC and PTT students teach. Others have extensive knowledge about and experience with the inner workings of New York City schools.

Mentoring: Program participants are mentored on-site by teachers on sabbatical leave. They receive assistance and support in all

Figure 2

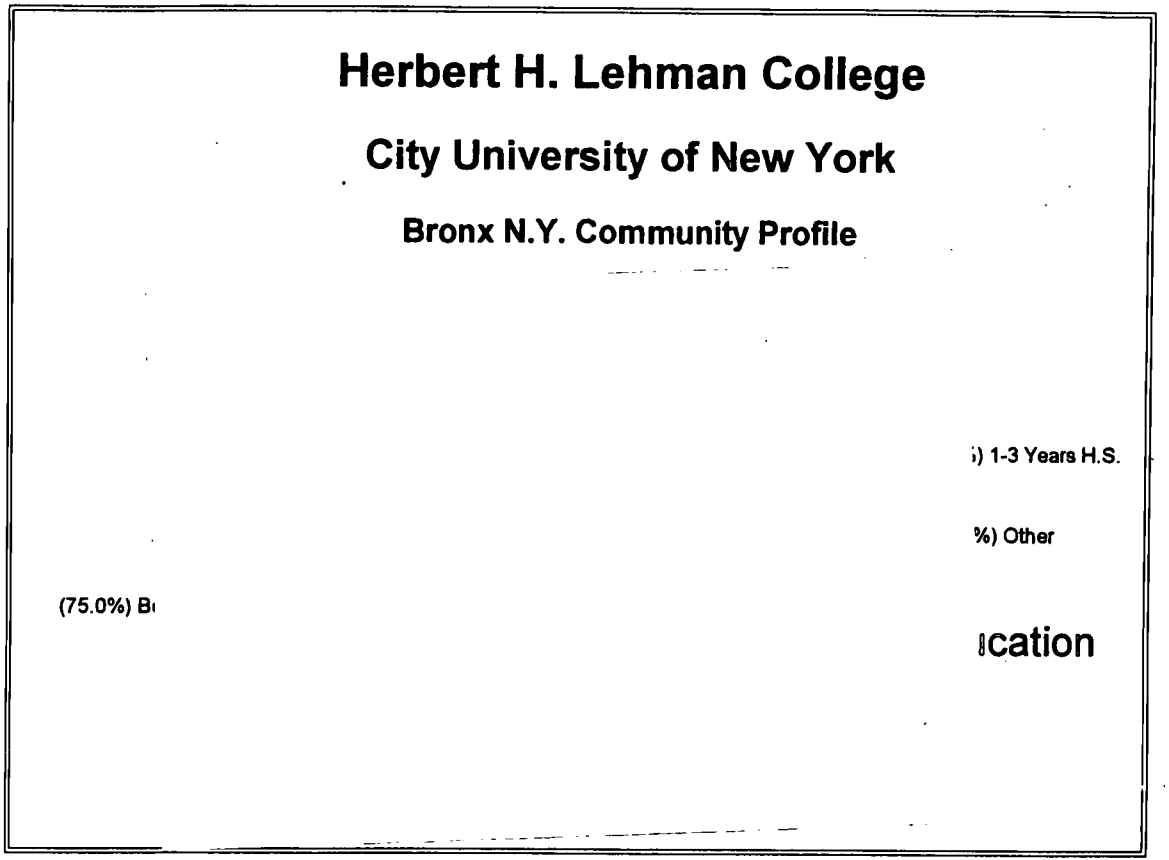
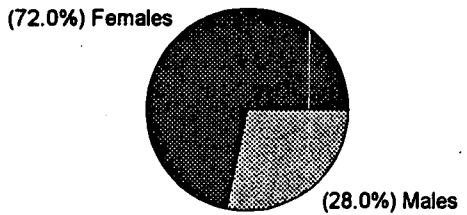

Herbert H. Lehman College
City University of New York
Bronx N.Y. Community Profile
) 1-3 Years H.S.
%) Other
(75.0%) B
cation

Figure 3

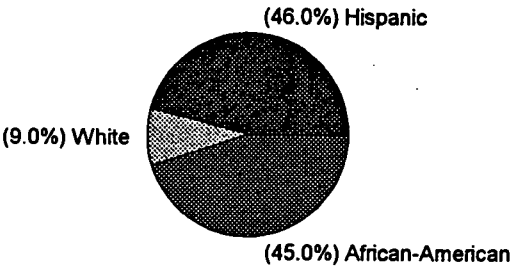
Lehman College

City University of New York

Teacher Opportunity Corps and Pathways to Teaching Programs



Students' Gender

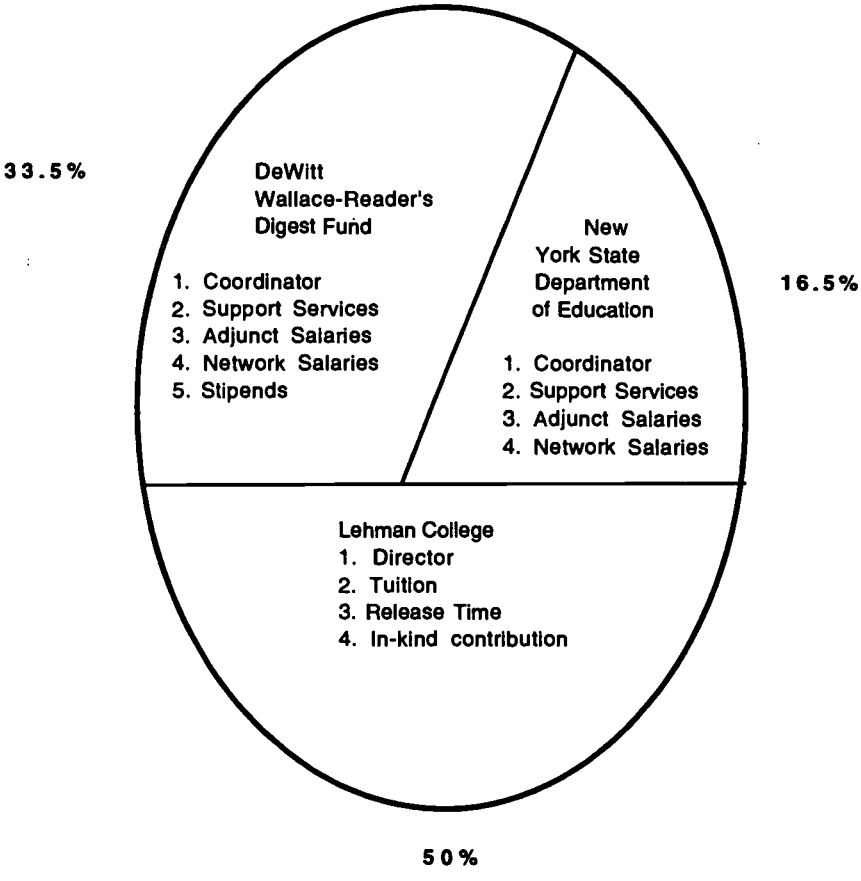


Ethnicity

TOC/PTT Profile

Enrollment Since 1991: 225

FIGURE 4


33.5%
DeWitt
Wallace-Reader's
Digest Fund
1. Coordinator
2. Support Services
3. Adjunct Salaries
4. Network Salaries
5. Stipends
New
York State
Department
of Education
16.5%
1. Coordinator
2. Support Services
3. Adjunct Salaries
4. Network Salaries
Lehman College
1. Director
2. Tuition
3. Release Time
4. In-kind contribution
50%

aspects of teaching including lesson planning, classroom management, and successful teaching strategies. Mentors also assist by connecting theoretical course work with the practicalities of the classroom. The goal is for mentees to acquire greater teaching skill.

Resource Room: Program participants are from schools in which there are very few exemplary materials. Therefore, the Resource Room was created to provide teaching resources and sample materials for participants to use in their classrooms or course work assignments. Space is available also, for meetings with their school cohort groups or with their mentors.

Certification Exam Preparation: Participants in the program need assistance with test-taking strategies and science, math, and history content of the state certifying exams. Tutoring is provided in large and small groups for no credit over a ten-week period.

Auxiliary Components:
Bilingual Extension: Since many of our participants are bilingual teachers, they are required to meet the bilingual extension requirements. Therefore, courses are provided which meet those requirements for certification. Monolingual teachers are able to register for these courses if space is available.

Principals' Network: School improvement must include principals. The network connects principals with others across districts in the Bronx in order to share successful strategies which bring about pupil achievement and a change in school climate.

Advisory Group: Made up of representatives of participating school districts, the union, program staff, the State Education Department, and the New York City Board of Education, the advisory group meets twice yearly for an update on program activities and to provide feedback regarding implementation.

Parent Course: Parents are recruited from designated districts with the help of the superintendent and principals. A course is taught to enable parents to better understand the dynamics of schools and ways in which, as parents, they can more effectively help their children to achieve. In addition, the parents are given an orientation

about the college to motivate them to return to school and pursue a degree, and possibly choose teaching as a career.

Undergraduate Students: Undergraduate students are recruited to tutor in targeted schools in which the program participants teach. Undergraduates are assisted by the mentor. As newcomers in these difficult schools our teachers, although inexperienced and uncertified, seldom receive assistance even though they are in dire need of it. The tutors benefit by working in a controlled, supervised classroom setting; the children in the classroom receive additional help, as does the teacher.

Evaluation: Evaluation is ongoing and is comprised of course evaluation, observation of faculty, and regular meetings to assess the effectiveness and appropriateness of course content. In addition, an outside evaluator evaluates various program components and their effectiveness.

How Are The Programs Funded?

The funding for the Teacher Opportunity Corps program is provided by the New York State Education Department. The DeWitt Wallace-Reader's Digest Fund is the source of funds for the Pathways to Teaching Careers program. Figure 4 illustrates the approximate cost sharing by Lehman college, the State Education Department and the DeWitt Wallace-Reader's Digest Fund. The New York City Board of Education on sabbatical leave is not included in the graph. However, each mentor receives 70% of his salary while on sabbatical. They do not get paid additionally. This is a substantial contribution to the program.

Funding is vital because it provides release time for college faculty to direct the program and a full-time coordinator to supervise the field component. Adjunct instructors with strong backgrounds in staff development can be hired to teach in the program. Since financial constraints have not permitted the addition of new faculty, the ability to hire faculty helps by adding diversity in background and experience. These same constraints have also limited the number of graduate students admitted each semester and the number of courses offered for teachers. This funding provided for admission of over 150 students. In addition, they received tuition reimbursement

for all but six credits of their degrees. Without this assistance many of the participants would not have met their certification requirements and in turn would have lost their teaching positions.

What Is The Family Model?

Given the traditional nature of the program, the question which arises is, "What makes this a family model?" In order to respond we have analyzed the program to identify characteristics which make it different from the departmental program and permit the name Family Model to be used. They are as follows:

Cohort Groups: A cohort group of students is recruited from a targeted SURR school. Since most teachers are isolated in their daily endeavors, this creates a workplace group which is encouraged to work collaboratively. They are placed in courses together and given cooperative assignments, often focusing on an issue in their school, or a curriculum project for their classrooms. As a cohort they are mentored by the same mentor and meet with the mentor individually or as a group. Frequently the cohort begins to extend its association beyond professional and academic concerns to the social. In the family model the members of the cohort group are analogous to siblings who are supportive of each other.

Mentoring: The mentors are experienced teachers with a minimum of fifteen years of teaching experience, but often many more. They are highly motivated and choose to spend their sabbatical leave doing something connected to classrooms and improving education. As mentors they provide assistance on-site in classrooms in a non-threatening, supportive manner. Experienced in the teaching profession, they provide valuable information which newcomers are often not privy to. Care is taken to ensure that they are positive and forward-looking and not individuals who want to maintain the status quo or who harbor negative beliefs about minority children and learning. They do not socialize the new teacher to be accepting of conditions, but rather to question and work toward change. How to do this without losing their jobs or enthusiasm involves a delicate balance. In the family model the mentors are "big brothers and sisters" who provide assistance and guidance.

College Staff: The director, coordinator and faculty are the parents in the family model. We provide the support -- academic, professional, personal and financial. We are available to students for counseling and assistance beyond that usually provided to college students. We serve as resources, provide needed resources and intercede when difficult problems arise. An open, welcoming office is sustained while encouraging achievement and success. Throughout the program the idea of helping others is stressed. The response to a student's "Thank you" is, "Show your thanks by helping someone else as you have been helped by participating in this program." The importance of connectedness to the other participants and to the college (their family) is emphasized.

How Successful Have We Been?

How successful have we been? The retention rate in the programs is 95%. The retention rate in teaching is 90%. A few students have left the program because of personal problems, e.g., illness, death, pregnancies and, births but return shortly to complete their studies. In addition, financial cutbacks have caused participants to lose their jobs. They do, however, continue in the program.

Students report that mentors have helped them solve their problems; they serve as role models and help with disruptive children. Ninety percent or more of the students responded positively to the following statements:

> My mentor was always available to help me solve classroom problems.
> My mentor and I got along well on a personal level.
> I believe my mentor knows what it is to be a good teacher.
> The classes at Lehman helped me in my classroom.
> I used the resource room a great deal.
> The people who run the program are very helpful.
> This program made me think of staying in teaching.
> (Holtz, 1994, p.2)

A few open-ended responses to the evaluation provide examples of students' feelings:

> I am very pleased with the way my course work can be related to my teaching experiences. I am very pleased to

be involved in a learning process which includes people who are in similar professional circumstances.

My experience at the end of six credits is favorable. Frankly, were it not for this program, I would seriously doubt my commitment to the teaching profession. This Master's has helped me develop a loyalty to teaching as a career.

In my opinion I can truly say that this program is truly effective. The teachers are extremely knowledgeable and helpful. However, I would like to see a full-time administrator available to help students in distress. Many times I have approached someone with a problem, yet it seemed to always be a bad time. My overall feeling is a positive one. Thanks. (Holtz, 1994, p 9)

The mentor responses also support the effectiveness and positive feeling generated by the program. The following are excerpts from their evaluation.

I have helped my mentees in lesson planning, science experiments, trips, classroom management and setting up and decorating the classroom. Most of them already have ideas. They just need someone to help them use them. The Lehman program has contributed to help the mentors grow and develop their teaching skills. When someone is coaching you, you feel more at ease. You are encouraged to develop your skills.
Its been a great experience working with the mentees at P.S.___, and I also learned from them.
The four mentees I worked with all have potential. Some are more developed in their abilities than others, all anxious to grow, to improve their skills and continue teaching. I found them to be extremely eager and grateful for any and all help I was able to offer them. Help was in a myriad of forms: providing materials, planning trips and lessons, tips on classroom management, bulletin boards, and assembly programs (Holtz, 1994, p.13, 14).

The Lehman College Family Model is a nonconventional model of teacher education which was developed to support a nontraditional student population. Students do not simply choose from a menu of courses to complete certification requirements. Recruited as workplace cohort groups they develop supportive relationships as they are mentored in their schools. The program administrators, faculty and mentors model the behaviors and teaching strategies which are valued and which should be developed for use in classrooms. Graduates are urged to stay connected to "the family".

This model of teacher education, with mentoring of inexperienced, knowledgeable sabbatical leave teachers at its core, addresses an important need in our urban school districts. It deals with in-service preparation of teachers in low-performing schools which lack material and professional resources needed for success. It provides constructive, supportive feedback to teachers, which allows them to reflect on and modify their instructional practices. The model has effectively worked to retain large numbers of minority teachers in very challenging classroom assignments and ultimately in teaching as they earn permanent certification.

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Alienation and Isolation vs. Retention

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Mississippi State University

Teachers are in great demand and African-American teachers are in even greater demand. By the year 2000, the projection of African American teachers is estimated to be six percent (Pasch, Krakow, Slocum, & Stapleton, 1987), while the enrollment of African American students will be 20% of 34% of culturally diverse students (Cooper, 1986; Haberman, 1987; Hodgkinson, 1992). This dismally low number of teachers is indicative of a much needed change in increasing the number of African American pre-service teachers matriculating and graduating with degrees in Education from institutions of higher learning.

Program Overview

The Retention Program for Culturally Diverse Pre-Service Teachers was implemented in Fall, 1991. Two doctoral students organized, implemented, and coordinated strategies for the retention program to provide a forum where in culturally diverse pre-service teachers could learn the art of networking within their university community to increase their success in the teacher education program. At the culmination of this study, the program had been operable for six semesters.

The Study

This study consisted of 65 African American pre-service teachers which comprised two groups. Group A were those African-American pre-service teachers who regularly and voluntarily participated in the Retention Program. Group B were those African American pre-service teachers who did not regularly and voluntarily participate in the Retention Program.

A qualitative method of in-depth interviewing and a questionnaire were used to obtain data. Interviews were analyzed, questionnaire responses tabulated, and both provided information for the following areas: (a) decision to be a teacher, (b) reasons for participating, (c) reasons for not participating, (d) value of the monthly group meeting, (e) value of the urban classroom experiences, (f)

value of the mentor/mentee partnership, (g) value of interactions with coordinators, (h) value of the program, (i) suggestions for first-year students, and (j) suggested improvements for the program.

The Results

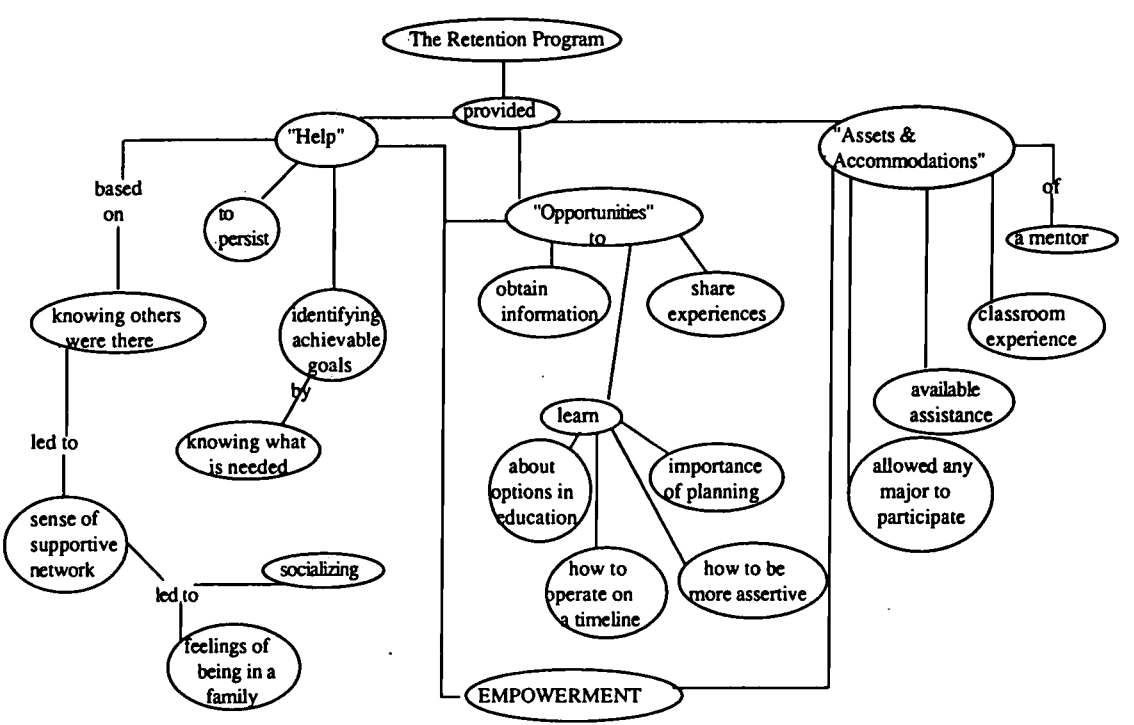
The results of this qualitative study, based on the perceptions of African American students who participated in a Retention Program for Culturally Diverse Pre-Service Teachers, supported a means of helping students alleviate feelings of alienation and isolation which leads to increased retention rates. Based on these perceptions, three aspects were identified as essential in retaining African American pre-service teachers. These aspects are:

-a major related program
-a liaison between faculty and students
-implement what students identify as a need to be retained

Retention programs are often implemented under various titles such as Mentoring Programs, Freshman Seminar, Academic Intervention Programs, and New Student Seminar. These programs are designed to help students overcome barriers that could prevent them from persisting and/or graduating (Dunphy, Woodruff, Nelson and Miller, 1987). Although retention programs take many forms, these programs are campus-wide and tend not to address the needs of all students which supports the ineffectiveness of such programs. According to Mallinckrodt (1988), the needs of European Americans and African American differ and Griffin (1991) further supported that the needs of African Americans differ by gender.

The retention program in this study was designed for culturally diverse pre-service teachers which was supported by a College of Education. Data obtained from the interviews indicate the value of the program to the participants (see Concept Map 6).

Two doctoral students were identified as the liaison between the faculty and pre-service teachers. Those doctoral students were also responsible for the organization, implementation, and coordination of the program. These two persons were viable liaisons because technically they were students and not quite faculty, even though each instructed a course. The essential element is a liaison or



Concept Map 6. Value of Program

an advocate for students to succeed. It is important for students to know that someone is genuinely concerned and will assist them in their efforts to succeed.

Participants' interaction with coordinators had not been designed as an integral intervention strategy; however, because several participants' classes met where the coordinators were housed, they began to seek assistance frequently, resulting in increased opportunities to interact with the coordinators. This added benefit to participants was perceived as supportive, encouraging advice and assistance, and many opportunities to communicate. These coordinators were: (a) committed to the success of these pre-service teachers and the success of the program, (b) role models and mentors, which also helped to emphasize mentoring as a lifelong process, (c) responsible for providing opportunities to help these pre-service teachers succeed, and (d) an important link between African American pre-service teachers, faculty, and administrators. Prior to implementation of the program, students completed a survey which gave them the opportunity to express their concerns about their teacher preparation program. Some concerns were:

"I do not know anyone in my major."

"Why does this program take five years to complete?"

"What are the criteria for admittance to teacher education?"

"Why is it that I did not find out about the PPST until my junior year?"

"Are there other culturally diverse students in Education?"

This information indicated that these pre-service teachers felt isolated, alienated, misinformed, and that there was not a commitment from the institution regarding their success. According to Lenning, Beal and Sauer (1980), when students develop a "fit" with the institution this increases the retention rate and the likelihood of students staying. After students enter college they need to feel that the institution is concerned and committed to their success before they can develop a commitment to the institution (Tinto, 1987). Coupled with the dimensions of American culture (Boykins,

1984) and data obtained from the survey, this program addressed the needs of these pre-service teachers by implementing the following intervention strategies:

-monthly group meeting
-mentor/mentee partnerships
-urban classroom experiences
-communals (study hours)
-volunteer opportunities
-tutoring

The monthly group meetings were designed to disseminate information regarding teacher education, to inform participants of opportunities provided by the Retention Program, and to provide experiences in networking with other minority pre-service teachers. The monthly meeting also encompassed course collaboration through which participants arranged to enroll in required and elective courses as partners. These supportive arrangements were designed to help students feel less alienated or isolated, especially when they often find that they are the only African Americans enrolled in many courses. For these students, even if they are unable to arrange the same time and day for classes, there are opportunities to organize study groups related to the same course. Partnerships are valuable in alleviating some students' feelings of isolation, especially in a predominately European American institution (Manzo, 1994).

A three-tier mentoring model, developed by Johnson and Young (1993) utilized faculty and graduate students as mentors for third- and fourth-year pre-service teachers; these students in turn mentored first- and second-year pre-service teachers. The design of this model assures the continuous training of mentors while emphasizing mentoring as a lifelong process.

Urban classroom experiences provided participants in the program with unique experiences in culturally diverse classrooms in which they interacted with students and assisted teachers. Pre-service teachers elected to participate in as many as two experiences each semester.

The tutorial component of the program was designed to assist pre-service teachers prepare for the Pre-Professional Skills

Test (PPST), a requirement which determines admittance to teacher education. This appeared to have been a factor that prevented culturally diverse students, who declared undergraduate majors in early childhood, elementary, middle, secondary, and special education, admittance to teacher education. The tutorial sessions also assisted participants to increase their achievement and performance levels throughout the semester.

Communals included planned library study time designed to assist in cooperative study and efficient use of the library. Program coordinators provided assistance in organizing study groups, reviewed assignments, and helped to refine research and study skills. Participants also internalized the importance of utilizing the library as a resource.

The value of these intervention strategies was identified in the interviews and resulted in the pre-service teachers realizing a "sense of belonging" and feeling a sense of commitment from the institution for their success.

Conclusion

In addition to the qualitative data obtained for this study, this program also indicated success by the increased number of participants in each academic year of implementation. The first year of implementation supported an enrollment of 40 pre-service teachers during the 1991-1992 academic year, with an average attendance of 25 at the monthly group meeting. During the academic year of 1992-1993, the program experienced an increase in the number of participants to 65, with an average attendance of 43 at the monthly group meeting. During the academic year of 1993-1994, the program's number of pre-service teachers participating increased to over 100 with an average attendance of 65 at the monthly group meeting.

A primary factor which determines whether a student can maintain enrollment status is grade point average. Therefore, it was significant to compare grade point average of education majors who were participants and non-participants in the retention program. No significant difference was found between grade point average of freshmen participants and non-participants after one semester of

attendance, t(36) = 1.16, p = .25. However, the mean grade point average of participants (M = 2.04, s = .85) was nonsignificantly higher than that of non-participants (M = 1.72, s = .85).

Grade point averages earned in the second semester for freshmen participants and non-participants were compared. No significant difference was found between participants and non-participants of the Retention Program, t(38) = 1.56, p = .13. The mean grade point average (M = 2.28, s = 1.01), for freshmen participants, was non-significantly higher than freshmen non-participants (M = 1.78, s = 1.00).

In sum, analysis of responses to the research questions which guided this study informed the researcher regarding how the participants valued the intervention strategies utilized in the program. Pre-service teachers who participated in the program became more confident in their ability to succeed as college students and, more importantly, their experiences in a specially designed and major-related retention program promoted self-images as teachers and increased the number of pre-service teachers admitted to and graduating from the teacher education program.

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Urban School and Urban University Collaboration

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The proposed paper identifies and describes necessary elements in the planning development and evolution of a collaborative arrangement between an urban school district and an urban University and its faculty. The project known as the University Model School has as its primary objective the training and retention of new teachers for assignments in inner city elementary schools. Outcomes of the project are to improve the preparation of teachers in this district as will as to increase the academic achievement of children in these schools. Additional goals are to strengthen the professional development of faculty in the School of Education by providing them an opportunity to work with teachers in this urban inner city district.

In the proposed paper a description of the collaboration from the time of its inception (1989-1990) through its development and into its evolution at the feeder middle school will be presented. The paper will contain results of quantitative and qualitative evaluations of student success and student academic achievement. These include program participants' responses to year end surveys of program effectiveness, student standardized test scores since the program's inception, school climate indicators such as student attendance and discipline records, and the rate of parent participation in school activities.

The proposed paper will conclude with recommendations for strengthening collaborative elements in university and K-12 school partnerships. This review will be based on current literature as well as the author's experience as program director of the University Model School.

Inception of the University Model School:

Academic year 1989-1990 saw the development of the University Model School idea. The plan was for a university Teacher Education Department and a local K-12 school district to form a collaboration that would address two very important needs. These were, the training of teachers for work in urban inner city schools and the development of a new teacher pool for these schools. The major thrust of the effort was to cluster uncredentialed teachers (interns) with master

(lead) teachers and a university teacher trainer, thereby forming instructional teams (triads) designed to maximize support for the uncredentialed teacher. Everyone at the school site (administrators, teachers, parent volunteers, and aides) supported the new teacher development scheme. The goal was to increase significantly the performance of children in the school and, simultaneously prepare and retain highly skilled credentialed teachers. This arrangement occurred in an elementary school.

Intern teachers were selected to the program by completing an application and interview by teacher education faculty and school district officials. Lead teachers were selected through the Model School principal. The principal was selected through an application process. The first year of the internships did not occur until the following school year (1990-1991).

The collaborative program consisted of a variety of university sponsored and school district supported professional development activities. These included in-service training for intern and lead teachers, staff development programs for the entire staff, program participant attendance at conferences, and clinical supervision training for lead teachers. Additionally, several program classrooms were the site of research activities conducted by university faculty.

Intern teachers were assigned a lead teacher who closely shadowed their teaching. Intern and lead teachers were provided with substitute teachers so that they could jointly devise instructional strategies. these substitute days were also used for observations where the intern could observe the lead teacher or vice versa. Besides these activities intern teachers were observed as a part of their normal university requirements.

Development of the Model School:

In its first two years, most Model School activities were coordinated by the university intern supervisor along with her observational duties. In academic year 1991-1992 a university liaison was appointed to oversee Model School activities while the supervisor focused specifically on intern observations. At this time the school district assigned an area superintendent to monitor Model School activities as well. It was the feeling of program participants that a closer

relationship between the university and school district needed to be evident for reasons related to the continued growth of the project. The working arrangement between these persons proceeded well and generated ideas that promise to further strengthen the collaboration.

In the third year program participants received benefits similar to those offered in the preceding year. Interns received the additional benefit of direct instructional assistance from two university instructors that proved extremely useful in their preparation. The area superintendent and university liaison developed strategies to move the Model School idea to additional school sites in the district.

Evolution of the Model School:

The area superintendent,university liaison and others felt that students in the program form a unique cohort to follow through their middle school years. Program directors saw that an excellent way to monitor effects of the collaboration would be to track Model School elementary students into the middle school. The school district approves this plan and the Model School idea will be placed there in the coming academic year. The Program at the elementary school will remain.

This arrangement provides an opportunity to gather data on possible program effects. Consequently we will be able to tune the program to gain optimal benefits for the training of new teachers and the academic achievement of the students.

As students enter the middle school, a process similar to that found in the elementary model will occur. Teachers will volunteer for the program and interns will apply to work at the middle school site. The evolution to the middle school finds the active involvement of the Union All parties--the district, the teacher's union and the university--share a similar vision for enhancing the collaboration that will bring benefits to children.

We envision that as this cohort of students advances we will produce a similar high school experience. The collaboration will be able to provide assistance for these students to attend institutions of higher education in the area. These would include the university that was part of the initial collaboration.

A Systematic View of Collaboration:

The clinical experience for our intern students is designed partly by the university with structured course offerings and by lead teachers who provide on-site supervision. The participation of the school staff is invaluable to the preparation of teachers for inner-city assignments. Additionally, interns are observed by the intern supervisor and the university liaison.

As the model evolves, it becomes clear that further development of a systematic approach to improving the relationship between the university and the school district is necessary. We are finding that the notion of effective collaboration involves a long-term relationship. Over time we see new opportunities that expand the vision found in the initial reason for joining forces. These include factors of student achievement that extend beyond new teacher training. Our vision concerning the quality and type of collaboration may also arise. This term implies that the district has experiences with universities and researchers under the guise of collaboration that do not benefit students of the district. This is not what is developing in the Model school program. By generating a systematic approach to collaboration, one that involves all partners in a equal manner in forming a common vision, Model School program participants use their collective strengths in shaping a positive school experience for children.

Innovative Recruitment and Retention of Minorities: A Case Study of Vanderbilt University Summer Research Program for High School Students and K-12 Science Teachers

Carolyn Ruth A. Williams
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The Minority Engineering Summer Research Program is an intensive five-six week program designed for high school students who will enter Vanderbilt University School of Engineering in the fall. This program is used as a recruitment and retention tool for minority students. In 1991, the scope of the program was expanded to include elementary and secondary school science teachers in its mission to stimulate minority students' interest in pursuing careers in engineering and scientific research.

The major objective of the Science Teacher Component is to improve the quality of science education for high school, middle school, and elementary school students by exposing science teachers to new applications, technology, and research which will enhance and strengthen the development of teaching materials and form partnerships with scientific faculty investigators.

The "nuts and bolts" of this innovative program will be discussed as a new approach for recruitment and retention of minority students and training science teachers as well as forming partnerships.

Advising Culturally Diversed Students: A Program Model for Retention

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Texas Southern University

Problem

Academic advising for culturally diverse students has been a major issue or problem in higher education. As we pursue the basic issues of inclusion and diversity in higher education, the problem of academic advising for minorities continues to broaden in dimension. Sedlacek (1981) stated the problem clearly. He writes, "Advising students from a culture different from one's own can be challenging since it requires a great deal of knowledge about other cultures and a sensitivity to individual students' perceptions of who they are and want to become."

Audience

The target audience for this presentation will include (1) Department Chairs, (2) Faculty Members, (3) Administrators, (4) students.

Abstract

Academic advising for culturally diversed students has been a major issue or concern in higher education. As universities pursue the basic question of inclusion and diversity in their various campuses, the problem of academic advising continues to broaden in equal dimension. The presenters will discuss the psychological, developments, interpersonal as well as institutional factors that influence academic advising of minority students in higher education.

A Successful Local School District/University Collaboration Program to Encourage and Prepare Minority Students from Rural Areas to Become Teachers

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Albert Kennedy, Christian County Public Schools,
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The Kentucky Education Reform Act of 1990 was based on the premise that all students including minorities can learn at a relatively high level. Learner goals and outcomes have been identified and performance assessment tasks have been developed. Integral to this process of students being able to perform at "world class standards" is the idea that school systems will embrace diversity and provide an education that is multicultural in nature.

Although initiatives have been taken within the Commonwealth to provide African American teacher role models for all students, these efforts have not been highly successful in recruiting minorities into the profession of teaching. This lack of success in recruiting minorities was highlighted in a 1992 report by the Kentucky Council on Teacher Performance Standards showing that the percentage of minority teachers in Kentucky has fallen to an all time low of 3.8 percent. During this same time period, minorities comprised of 10.3 percent of the student population. In an effort to promote a greater interest on the part of minority students in becoming teachers, Western Kentucky University, in partnership with the University of Louisville, Kentucky Department of Education, and nine school districts, instituted a program entitled, "a Comprehensive Program to Encourage and Prepare Minority Students in Urban and Rural Kentucky to Become Teachers." The purposes of this program are: (a) improving recruitment and training opportunities for minority students; (b) increasing the number of minority teachers in elementary, middle, and secondary schools; and (c) identifying and encouraging minority students in grades 7 through 12 to prepare for teaching careers. The program begins with the early identification of minorities interested in becoming teachers and continues to provide motivation and support from the middle grades through college and Kentucky's Beginning Teacher Internship Program. Integral components of the program include: (a) Young Educator Clubs at the middle and high school level in each of the partnership school districts; (b) career awareness events in each of the partnership school districts; (c)

faculty/educator mentors in the partnership schools and at the university level; (d) scholarships and incentive packages beginning with the freshman year and continuing through matriculation; (e) campus activities that provide an overview of college life and experiences associated with the profession of teaching; (f) tutoring opportunities to assist students in preparing for assessments associated with admission to teacher education and matriculation through the rewarding of licensure; (g) community college recruitment events; (h) Teacher Bridge Programs for minority community college students; and (i) opportunities to complete field experience and student teaching assignments in the home community. In addition to the emphasis on the recruitment, retention, and matriculation of the minority teacher education students at the undergraduate level, the program has initiated efforts that facilitate the development of minority educators through graduate studies and has supported efforts to strengthen and develop alternative routes to certification.

The Christian County Public Schools serves as one of the partnership school systems. With the help of the Minority Teacher Recruitment Project, the Christian County Board of Education has hired seventeen (17) minority certified employees in the just 6 months. This number includes thirteen (13) African-Americans, three (3) Hispanic and one (1) Native American employee. In addition, the school system has hired one (1) new African American principal and one (1) new African American guidance counselor. This presentation will discuss how the Eastern Kentucky University and Christian County School District collaboration has successfully used these programs to increase the minority teacher work force.

Factors That Influence Academic Achievement of High Achieving Minority College Students

Carolyn Hamilton
University at Albany

Proposal

The focus of this paper is to explore variables that have positive effects on the academic achievement of under represented African-American and Latino college students. Academically successful students tend to be the persisters in higher education. Therefore, there is critical need to insure the academic achievement of this population.

Educators are aware that the academically prepared student has the greatest potential to excel and to persist in a college campus environment. But the problem is how to expand the pool of academically talented. Educational administrators do not have control over students' ascriptive traits but they do have an impact over policies and procedures on their campuses that may impact on the acclimation of this population. Educational administrators also can influence students' precollege and academic preparation.

The data speak clearly to the need for higher education for individual socioeconomic mobility; however, a disproportionate segment of racial minorities are not participants in the higher education process. I believe that it is important to examine characteristics of academic achievers and to explore crucial elements that support their achievement. As a consequence, documentation may be provided to support strategies, programs and policies that may prove to be beneficial to the potential student population as a whole.

This study seeks to explore whether there are similarities and differences in variables that impact on academic achievers along racial lines; and to examine the implications of these similarities and differences. My findings provide support for the contention that the precollege characteristics that have the strongest influence on academic attainment of academically strong students are: high school GPA, scores on standardized tests, socioeconomic status, educational aspirations and motivation. However, for high achieving racial minorities (i.e. African-

Brown vs. Board of Education Forty Years Later: A Case Study of the Cleveland City School District; A Focus on the Shortage of Underrepresented Teachers

Ferguson Meadows, John Heflin, Steve Michael
and Marvin Peek
Kent State University

ABSTRACT: This presentation will utilize a case study approach to illuminate the issue of the shortage of under represented teachers in the profession. The presentation will focus on the impact that the 1954 decision had on this particular district and will highlight a comprehensive effort to address the court mandate for desegregation. In addition, there will be a discussion of a plan to address the issue of the shortage of under represented teachers in general and will present special programs designed to address the shortage of under represented teachers.

Recruiting students to higher education institutions today is an expensive exercise. Yet, faced with enrollment decline and budgetary uncertainties, few institutions in the nation can afford the luxury of not developing a recruiting strategy. Therefore, many institutions of higher education are currently devoting a significant size of their resources toward attracting and recruiting qualified candidates. Rather than viewing recruiting expenses as a cost, many progressive administrators of institutions of higher education see it as an investment that must be made if their institutions are to maintain their positions within the increasingly competitive market for clients.

While recruitment generally is becoming more and more expensive, recruiting minority students is becoming even more expensive. This is so because special strategies are needed to reach this group of students. Institutions that wish to be successful in attracting black students, for example, must adopt appropriate strategies to reach them and address their unique needs. As with white students, recruiting of black students is an investment first to the institution and second to the nation.

However, this investment is lost when institutions fail to retain, educate, and graduate students on who much has been expended to attract and recruit to the campus. As the cost of recruiting continues to rise, so also the attrition rate continues to rise among minority students in

Americans and Latinos), the campus environmental factors may impact on their academic and social integration; and subsequent academic achievements. Consequently, educational planners, practitioners and administrators must become knowledgeable about how the campus environment may impact negatively on these students' full development. In addition, they must become knowledgeable about how obstacles (i.e. educational stratification) may preclude potential scholars from this college bound population.

many institutions. Therefore, institutions can no longer dismiss the problem of attrition as solely the problem of minority students.

Of special interest is the problem of low representation of minority students in our colleges of education. In his welcome address to the Second Annual Conference in Recruitment and Retention of Minorities in Teacher Education (1988), Governor Wilkinson issued a proclamation in recognition of the seriousness of minority teacher shortage. The Governor noted that:

> Whereas, there is a growing shortage of minority of teachers in schools across the nation, and the number of minority students entering the teaching profession is steadily decreasing, and, whereas the proportion of minority students enrolled in elementary and secondary schools is increasing, these students will have fewer minority teachers as role models; and now, therefore, I, Wallace G. Wilkinson, Governor of the Common wealth of Kentucky, do hereby proclaim the week of January 17, 1988 as Minority Recruitment Conference Week in Kentucky and hereby commend the sponsors and participants of this conference. (p.v)

Cobb (1988) asked "are the numbers of minority teachers decreasing significantly? Sufficient evidence abounds to convince the most ardent skeptic. Black teachers have gone from 12% of the teaching force to 89%, and the spiral has not begun to turn upward yet" (p.14). Banks (1991) observed that:

> more profound toady than even a decade ago the United States is the most pluralistic nation on Earth. Hailed by some and scorned by others as the great melting pot, this nation is comprised of a seemingly endless array of human groupings which are clearly distinguished by ethic and/or national origin. The teaching force of the American schools, however, does not reflect--even remotely--this diversity of the nation as a whole. While this general lack of diversity in the teaching force is not a new phenomenon, it does appear to be more profound today than even a decade ago. (p.100)

Echoing the Carnegie Forum of 1986, Reinhard (1988) stated that "if the number of new minority teachers is not increased we will have a situation in which all children will be confronted with almost exclusively

white authority figures in the schools" (p.22). The problem of recruiting and retaining minority students in teacher education programs is overwhelming in the literature. Therefore, it is only crucial and reasonable for institutions of higher education to take a closer look at the problem of retention of minority, especially black students, in colleges of education.

The purpose of this presentation is two-fold. The first objective is to provide participants with an example of how an urban school system (Cleveland Public Schools) has been dealing with the aftermath of the 1954 decision *Brown vs. Topeka* with particular emphasis on the shortage of under-represented teachers in the district, and secondly to discuss a comprehensive approach adopted by the College and Graduate School of Education at Kent State University as a way to increase the number of under represented students graduating from teacher education programs. Specific programs will be discussed that address the shortage of under-represented students in the Cleveland Public Schools.

The purpose of this presentation is to discuss a comprehensive approach adopted by the College of Education at Kent State University to increase the number of black students graduating from the teacher education program. The approach adopted by Kent State University College of Education, a predominantly white institution, to enhance retention rate among black students will be explained. Also, suggestions will be provided for institutional administrators contemplating an implementation of retention programs for black students in their institutions.

Admissions, Achievement, and Satisfaction: A Study of Traditionally Underrepresented Students in Higher Education

Susan Mulvaney
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In the fall of 1990, the University of California at Los Angeles admitted and enrolled 438 traditionally underrepresented undergraduate students under a new admissions policy designed to improve diversity among first-time freshmen. Among the 438 students, 6 were American-Indian, 99 were Asian-American, 103 were Black, 217 were Latino, and 13 were White; 260 were female, and 178 were male. Each of these students was admitted with low academic rankings, due to low scores in traditional measures of academic preparation, i.e., SAT scores and high school grade-point-averages. At the same time, the students were from race/ethnic or socioeconomic groups that have been historically disadvantaged and under represented in higher education. The new admission policy, therefore, was established to offer access to those previously excluded.

This paper will present the findings of a quantitative/qualitative study of the academic achievement and satisfaction of these 438 students as of spring, 1994. Achievement is measured by 1) enrollment status (graduated, continuing, or withdrawn), 2) college grade-point-average, and 3) number of course units completed (all measured by the end of spring quarter, 1994). Satisfaction is measured by student perceptions of whether or not their academic and social lives were good, and whether or not UCLA was the right school for them.

This study is framed according to theories of social stratification by race/ethnicity, as well as related theories of cultural values and their impact upon educational achievement. Moreover, numerous independent variables related to personal background and upbringing, prior schooling, peer influence, and college experiences are examined in relationship to the outcome variables of college achievement and satisfaction.

More specifically, personal background/upbringing variables examined in relationship to college achievement and satisfaction include race/ethnicity, religious preference, gender, socioeconomic status

(measured by parental education, parental occupation, and family income), main language used at home, parental encouragement, and various beliefs related to education and work. Prior schooling variables include placement in academic tracks in elementary school, encouragement from teachers and counselors, honors courses taken in high school, high school grade-point average, SAT verbal and math scores, attendance at racially/ethnically integrated high schools, and participation in early outreach college programs. Peer influence variables include peer encouragement to attend college, and college attendance on the part of peers themselves. College experience variables include participation in campus support organizations, contact with faculty outside of class, non-discriminatory treatment on campus, sense of belonging, financial aid status, major, and place of residence.

Sources of data include student information from the University Registrar and the Office of Planning and Budget, a self-administered mail questionnaire, telephone interviews, and in-person interviews. For the quantitative analysis, the independent variables are being cross-tabulated with each of the two dependent variables of achievement and satisfaction. Multiple regression analyses are being conducted to see which variables predict or explain outcomes. For the qualitative analysis, student informants are being asked to expand upon mail questionnaire items. Their responses are being content-analyzed; important quotes will be presented in the paper, along with summaries of vital information provided by the informants.

To conclude, this is an equal opportunity study, whose intention is to understand how traditionally underrepresented students fare at selective research university. The results, which will be available in December, 1994, are expected to provide information for how universities can better support students who have been historically denied access to opportunities in higher education.

University Teacher Educators and the Community Colleges: Why Turf Battles Hinder Progress

Bernice H. Willis
Southern Connecticut State University

Students of color are better represented in community colleges than in four-year institutions. A very low proportion of these students transfer to four-year institutions. Teacher preparation programs are attempting numerous strategies to recruit students of color into the teacher profession. Why hasn't the natural pipeline from two-year to four-year institutions been tapped? This case study illustrates some of the real and artificial barriers that may impede articulation and some strategies that make positive movement possible.

During the 1980s, the articulation between the four feeder community colleges and a large university teacher preparation program had deteriorated. The university teacher preparation faculty reported to the author that this was based upon their perception that distinct qualitative differences existed in courses offered at the two-year institutions. Verification of this perception could not be determined.

However, two factors were unfolding during this time period. Within the four-year institution a change in status--from a college to a university--occurred. New programs outside of teacher preparation were being added. It is highly probable that the education faculty may have felt threatened by these changes. One could project an unconscious fear of loss within that department which once had been the primary focus of the institution -- the preparation of teachers. Additionally, as states and communities responded to the educational reform movement started by the report, A Nation At Risk, the State Department of Education began to assume a more prescriptive role towards teacher preparation programs in the state. With little input from university faculty, numerous teacher preparation changes were mandated by the legislature. Thus, it is possible that both the internal and external changes could have fostered the need to create the perceived qualitative difference between two-year and four-year course offerings to augment a feeling of loss and/or powerlessness--a hypothesis.

By the end of the 1980s, new leadership occurred within the teacher preparation program. As part of an effort to increase the number of persons of color entering the teaching profession, several meetings were held between community college and university early childhood educators. For two meetings, the community college representatives vented acerbic and accusatory comments towards the university early childhood program regarding the unwillingness for community college early childhood coursework to be accepted as part of the teacher certification coursework (instead of electives credit only). Fortunately, the new university personnel were more intent to begin articulation dialogue than to justify past behaviors. Once the anger was vented, more rational dialogue ensued. Course syllabi for three courses were exchanged to determine similarity across institutions.

Ideally, the course syllabi exchange should have been the beginning of the solution. That was not the case. Due to new state certification changes in 1992, radical alterations occurred in the university program; it became a K-6 elementary education program rather than an early childhood program. Articulation was impossible because of course content changes and foci.

Simultaneously, the Connecticut Departments of Higher Education and Human Resources formed a large representative committee, "Connecticut Charts a Course," to formulate strategies to increase the professional development for home care providers, day care, and early childhood teachers. An outcome was the State Articulation Plan, including CDA training, and two- and four-year degrees. This articulation plan created the potential for 12 to 15 community college credits and 3 to 6 clinical credits to be accepted in early childhood articulation plans between two-year and four-year early childhood programs.

In 1994, the four-year institution, in collaboration with the Connecticut Community-Technical College System received a five year 4.1 million dollar Early Childhood Education and Violence Counseling grant. The grant specifically addressed multiple points of entry for professional development consistent with the purpose of the state's articulation plan. With this grant, incentives for articulation were strengthened. University faculty approved a pilot articulation with the early childhood community college programs.

Much work still needs to be done. With tightening resources, universities and community colleges need to strengthen their partnerships. Perceived differences need to be clearly defined. And, any strategy for collaboration must include all levels.

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